DOCUMENT RESUME

ED 439 239 CE 079 841

| | |
|---|---|
| TITLE | From Welfare to Work: Dynamic Lesson Plans for ESL Learners. Final Report. Fiscal Year 1998-99 [and] From Welfare to Work: Lessons for ESL Learners. |
| INSTITUTION | Center for Literacy, Inc., Philadelphia, PA. |
| SPONS AGENCY | Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education. |
| PUB DATE | 1999-00-00 |
| NOTE | 113p.; Some pages did not reproduce well. |
| CONTRACT | 98-99-9014 |
| AVAILABLE FROM | AdvancE, Pennsylvania Department of Education, 333 Market Street, 11th Floor, Harrisburg, PA 17126-0333. Tel: 717-783-9192. |
| PUB TYPE | Guides - Classroom - Teacher (052) -- Reports - Descriptive (141) |
| EDRS PRICE | MF01/PC05 Plus Postage. |
| DESCRIPTORS | Adult Education; *Career Choice; Education Work Relationship; Eligibility; Employment Interviews; Employment Potential; *English (Second Language); Immigrants; Instructional Materials; *Job Search Methods; Learning Activities; Lesson Plans; Limited English Speaking; Non English Speaking; *Welfare Recipients; *Welfare Services |
| IDENTIFIERS | Temporary Assistance for Needy Families; *Welfare to Work Programs |

ABSTRACT

This document combines a final project report and the resulting guidebook of 20 lesson plans for English as a second language (ESL) instructors to help learners work within the Temporary Assistance to Needy Families (TANF) system and acquire effective job readiness strategies, choose a career path, and pursue employment. The report describes the problem, goals, procedures, objectives met, evaluation instruments, and dissemination. The lessons were tested in three Center for Literacy ESL classes. Each lesson has the following components: title; brief introduction; purpose; skills stressed; materials; vocabulary; and method. In Part 1, The TANF System, there are 10 lessons on what TANF is; other supportive services; finding the county assistance office; filling out the application for benefits; agreement for mutual responsibility; meeting with the caseworker; exemptions; responsibilities while on TANF; rights of the TANF recipient; and citizenship issues. The 10 lessons of Part 2, Job Readiness Strategies, cover availability for work; choosing a career; writing a resume; reading a job advertisement; writing a business letter; calling about a job; preparing for the interview; filling out the employment application; asking and answering interview questions; and first days on the job. Appendixes provide materials required to complete the lessons. (Contains 12 references.) (YLB)

POOR PRINT QUALITY
Pgs 64 to 113

Reproductions supplied by EDRS are the best that can be made
from the original document.

3525-1271

ED 439 239

# From Welfare to Work – Dynamic Lesson Plans for ESL Learners

FINAL REPORT

Elaine Green, Project Director

Center for Literacy
636 South 48th Street
Philadelphia, PA 19143
(215) 474-1235

Fiscal Year: 1998-99

Federal Funding: $5,000

Contract Number: 98-99-0014

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- • Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

The activity which is the subject of this report was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the policy of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement by these agencies should be inferred.

CE075841

BEST COPY AVAILABLE

## TABLE of CONTENTS


ABSTRACT PAGE ..... 1

Introduction ..... 2

Statement of the Problem ..... 4

Goals and Objectives ..... 5

Procedures Employed ..... 5

Objectives Met ..... 7

Evaluation Instrument(s) Technique(s) ..... 9

Dissemination ..... 9

Conclusion ..... 9

Additional Comments ..... 10

BIBLIOGRAPHY ..... 11


BEST COPY AVAILABLE

# ABSTRACT PAGE

Grant Recipient: Center for Literacy
636 South 48th Street
Philadelphia, PA 19143
(215) 474-1235

Project No: 98-994014

Program Name: From Welfare to Work – Dynamic Lesson Plans for ESL Learners

Grant Allocation: $5,000

Project Period: July 1, 1998 – June 30, 1999

Project Director: Elaine Green

Project Purpose: The purpose of this project is to create a guidebook for English as a Second Language instructors to help learners work within the TANF system and acquire effective job readiness strategies.

Project Outcomes: A guidebook for ESL instructors was successfully completed. Using feedback from Center for Literacy learners, the book reflects strategies and methods that will help citizens and refugees to know about TANF and their rights and responsibilities as recipients. The book also provides the learner with practical strategies to choose a career path and pursue employment. Learners who are not seeking TANF benefits will also be able to gain important communication and critical thinking skills from the activities suggested in the guidebook.

Impact: The greatest impact that this project will have will be on ESL learners throughout the Commonwealth, once the guidebook is published. The instructors who worked on the project gained a heightened awareness of the issues and problems faced by new immigrants and refugees when they have to deal with issues of TANF and other social services, particularly the time requirements for work and self-sufficiency.

Product or Training Developed: A guidebook of 20 lesson plans for ESL instructors was developed.

Product Available From: The product is available from AdvanceE.

Project Continuation: The Center for Literacy will continue to explore teaching methods and curricula that will help our learners meet their goals. For English as a Second Language learners, many of whose goals center around better communication in English for access to services and systems.

Conclusions/Recommendations: By providing dynamic lesson plans for teachers to use with our ESL learners, we can help them negotiate through the world of TANF as well as prepare them for the world of work. The communication skills mastered and the preemployment strategies gained will go a long way in increasing self-confidence and enabling learners to reach their goals.

Additional Comments: Although these lesson plans are designed for ESL learners, the techniques and methods be applied to all adult learners enrolled in basic education programs.

BEST COPY AVAILABLE

# FINAL REPORT

# WELFARE TO WORK – DYNAMIC LESSONS FOR ESL LEARNERS

Introduction

The implementation of Temporary Assistance to Needy Families (TANF) legislation in Pennsylvania on March 3, 1997 substantially changed the nature of public assistance in the Commonwealth forever. This legislation makes public assistance temporary for most recipients – regardless of their abilities or readiness to work. For most refugees and immigrants, this new welfare legislation means that they must become integrated into the American workplace as quickly as possible and then seek advancements in their positions, wages, and benefits for self-sufficiency.

Many new ESL textbooks and articles deal with workplace literacy. However, materials dealing specifically with the welfare system and strategies to gain employment are lacking. The purpose of this project was to design a series of lesson plans for ESL learners that would help them negotiate their way through the welfare office, learn about their rights and responsibilities under TANF, and prepare them for work and eventual self-sufficiency.

The project was conducted during the period of July 1, 1998 through June 30, 1999.

Significant contributors to the project were Elaine Green, project leader, and Tish Pierce, ESL and Citizenship instructor, who tried many of the methods and strategies out in their classes. Representatives from other local ESL organizations read rough drafts of the guidebook, but written responses were difficult to obtain.

This guidebook is intended to assist ESL educators who serve learners who are TANF recipients and, therefore, need to find employment. The communication and critical thinking skills stressed could also be beneficial to all ESL learners and to ABE learners, as well.

This guidebook will be available through:

AdvanceE
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA

Statement of the Problem

TANF legislation enacted in Pennsylvania states that public assistance is no longer an entitlement; now it is a temporary measure on the way to self-sufficiency. This legislation requires all people on public assistance to immediately begin a job search. After 24 months. the recipient must be working (or in a work related activity) at least 20 hours per week. By the end of five years (60 months), all TANF benefits will cease, and the recipient is expected to be elf-sufficient.

Immigrants and refugees are not exempt from TANF rules. If they are in need of assistance, from their first days in a new country, they must begin the process of working with the Department of Public Welfare and looking for a job.

The educational needs of ESL learners differ from others who are working to get off of TANF. Because most of them lack the basic oral and written communication skills to enter the world of work, they are shy and reluctant to even begin the process. By enhancing communication skills and introducing welfare and work related subject matter, the ESL learners will gain self-confidence and the ability to fulfill the TANF provisions and enter the workplace.

Many ESL textbooks and articles have been written to enhance workplace skills, but very few resources exist for helping the ESL learner work through the welfare system and prepare for the world of work. Through this project, a lesson plan guidebook will be a useful tool for ESL teachers to present material dealing with TANF rights and responsibilities and with preemployment strategies.

Goals and Objectives

The goal of this project was to create dynamic lesson plans for ESL learners to enhance communication skills, become familiar with TANF, and gain job readiness skills. The objectives included:

1. To develop a guidebook to help English as a Second Language teachers assist their learners in working with the TANF system and provide them with effective preemployment strategies.
2. To pilot test this guidebook in diverse ESL classes offered by the Center for Literacy.
3. To solicit outside evaluations of the guidebook from three external ESL agencies.

Procedures Employed

At the beginning of the project we met with the Assistant District Administrator of the Philadelphia County Assistance Office who is in charge of the Refugee Unit. He provided us with information about how refugees begin working with the County Assistance Office, what is expected of them, and what (if any) special consideration is made. He also told us that immigrants are the responsibility of their sponsors when they first come to this country; and it is only after this (currently) two-year period that they can begin to seek benefits. He also provided us with the official forms to begin and continue TANF benefits and pamphlets that explained many of the services offered.

In this preliminary phase, we also met with a representative of the Social Security Administration; spoke to people from other agencies that assist immigrants and refugees, such as HIAS and Lutheran Children and Family Services; got additional information from the Internet, and read as many articles as possible about TANF. In April, the Department of Public Welfare presented a workshop for Center for Literacy employees, which further helped to clarify the rights and requirements placed upon TANF recipients.

Frequent meetings were held to discuss ways to organize material and formulate the lesson plans. From our knowledge of the welfare system, we chose relevant topics for the lesson plans. From our knowledge of ESL teaching, we planned methods to use that would make the lessons meaningful and pertinent to the learners. Along the way, lesson ideas were tried out with our own classes and refined or rejected, as needed.

In March, we completed the first draft of the guidebook and sent it, along with a written questionnaire, to three other ESL agencies in Philadelphia (Nationalities Services Center, Project Shine at Temple University, and South East Asian Mutual Assistance Corporation). Although the verbal feedback that we obtained from these other agencies was positive, it was very general. Despite our best efforts, we were unable to acquire written evaluations from any of the agencies.

The lesson plans were then modified to be as focused and direct as possible. The reactions of our own learners helped us accomplish this.

Objectives Met

1. **To develop a guidebook to help English as a Second Language teachers assist their learners in working with the TANF system and provide them with effective preemployment strategies.**

   The lesson plan guidebook has been developed. It contains a set of ten lessons that are designed to help the learner become familiar with the TANF system, including all of the responsibilities and rights that it provides. The second set of ten lessons is designed to provide the learner with effective strategies and skills to use when looking for a job in which he or she can achieve self-sufficiency.

2. **To pilot test this guidebook in diverse ESL classes offered by the Center for Literacy.**

   The teachers who wrote this guidebook have developed ESL teaching strategies through courses, workshops, and research. Most of the methods, however, have come from trial and error within their classrooms. The lessons for this guidebook were tested in three Center for Literacy ESL classes. One class is composed of senior citizens from the republics of the former Soviet Union. Most of these learners collected Social Security and/or Food Stamps. The second class is a citizenship class with learners from many different native countries. Many of these learners concentrated on developing basic communication skills necessary to becoming a citizen

and to surviving in their new homeland. The third class was a family literacy class. Some of the learners in this class are currently under the provisions of TANF.

We learned that all of lessons contain a great deal of information and activity. It is important to take time with the lessons and not rush through them. If learners are presenting a poster, or writing a response, or participating in an interview, time must be allowed for them to slowly and comfortably interact with the subject matter and the task required. It is also important to keep each lesson focused on one specific topic and to relate all of the components to that topic.

When the final draft was written, the feedback from our learners was foremost in our minds.

3. **To solicit outside evaluation of the guidebook from three external ESL agencies.**

Rough drafts of the guidebook and questionnaires were sent to Nationalities Service Center, Project Shine at Temple University, and South East Asian Mutual Assistance Corporation. When we spoke to representatives of these agencies, their verbal feedback was positive, but very general. Despite our best efforts, we were unable to obtain written feedback from any of them.

Objectives Not Met

No written feedback was obtained from outside ESL agencies.

Evaluation Instrument(s)/Technique(s)

The questionnaire for use by other agencies was not completed. The feedback that was obtained was anecdotal from other ESL agencies. The most constructive evaluation came from our own ESL learners.

Dissemination

Copies of this lesson plan book are available through AdvanceE.

Conclusion

Teachers can use this guidebook to help plan instruction for ESL learners who need to work with the TANF system and find employment. The lessons are general enough that learners who are not receiving benefits from the Department of Public Welfare can still benefit from the skills taught. Many of the methods employed, such as bingo, jeopardy, role playing, and scenarios, can be used as for the presentation of other subject matter.

These lessons are intended to help the ESL learner improve communication skills and gain enough self-confidence to be able to go out into the community and accomplish the tasks necessary to sustain themselves and their families in their new country. The lessons stress multicultural themes and the methods are interdisciplinary and interactive. Activities are varied and active to promote interest and transfer of learning.

BEST COPY AVAILABLE

Additional Comments

Although the lesson plans presented in this guidebook were designed for ESL learners, the subject matter and the methods of presentation can also be used for ABE or GED classes. Even though these learners are more proficient in English language skills, they can still benefit from the opportunity to interact with the materials presented.

## BIBLIOGRAPHY


Blanton, L. L. & Lee, L. (1994). The Multicultural Workshop. Boston, Massachusetts: Heinle & Heinle Publishers.

Bliss, B. (1989). Voices of Freedom: English for U.S. History, Government and Citizenship. Englewood Cliffs, New Jersey: Prentice Hall Regents.

Bolles, R. N. (1987). The 1987 What Color is your Parachute? Berkeley, California: Ten Speed Press.

Brens, M. (1991). Working in English. Chicago, Illinois: Contemporary Books.

Center for Literacy (1989). Basic Literacy Tutor Handbook Supplement – More Ideas and Strategies. Philadelphia, Pennsylvania

Genzel, R. B. & Cummings, M. G. (1994) Culturally Speaking. Boston, Massachusetts: Heinle & Heinle Publishers.

Laubach, F. C., Kirk, E. M., Laubach, R.S. (1979). Everyday Reading and Writing. Syracuse, New York: New Readers Press.

Magy, R. (1996). Citizenship Yes! Boston, Massachusetts: Heinle & Heinle Publishers.

Twenty First Century League . (1999). Roadmap from Welfare to Work. Philadelphia, Pennsylvania.

www. libertynet.org

www. lincproject.org

www. puzzlemaker. com

3025-1271

# FROM WELFARE TO WORK

## Lessons for ESL Learners

By: Elaine Green

Center for Literacy
636 South 48th Street
Philadelphia, PA 19143
(215) 474-1235

Fiscal Year: 1998-99

Federal Funding: $5,000

Contract Number: 98-99-0014

The activity which is the subject of this report was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the policy of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement by these agencies should be inferred.

INTRODUCTION: ..... 1

PART ONE ..... 2

THE TANF SYSTEM ..... 2
1 - What is TANF? ..... 2
2- Other Supportive Services ..... 4
3 - Finding the County Assistance Office ..... 6
4- Filling out the Application for Benefits – A Board Game ..... 8
5- The Agreement of Mutual Responsibility – An Important Contract ..... 10
6 – Meeting with the Caseworker – A Time Line for Action ..... 12
7 – Exemptions ..... 14
8 – Responsibilities while one TANF – A Checklist ..... 17
9 – Rights of the TANF Recipient - Learning to Negotiate ..... 19
10 – Citizenship Issues – 100 Questions for Reverse Jeopardy ..... 22

PART TWO ..... 24

JOB READINESS STRATEGIES ..... 24
11 – Availability for Work – Household Tree ..... 24
12 –Choosing a Career – A Skills Inventory ..... 27
13 – Writing a Resume – Action for Action ..... 30
14 – Reading a Job Advertisement – Abbreviation Bingo ..... 32
15 – Writing a Business Letter - Scenarios ..... 34
16 – Calling about a Job – Telephone Etiquette ..... 36
17 – Preparing for the Interview – Dress for Success ..... 38
18 – Filling out the Employment Application - A "Cheat Sheet" ..... 40
19 – Asking and Answering Interview Questions ..... 42
20 – First Days on the Job ..... 44

APPENDIX ..... 47

INTRODUCTION:

This lesson plan book is designed to be used by English as a Second Language (ESL) teachers to help their learners deal with new welfare legislation under TANF and to prepare them for the world of work. Learners at a high beginner to low intermediate level and above will benefit from this instruction. All learners will not be TANF recipients, but the lessons are general and can help everyone build important language skills.

Each lesson is expected to take several days or weeks to complete. Lessons can be used in any order and are self-contained, so the teacher can pick and choose whichever he or she wishes to use.

Each lesson contains a vocabulary list of words intended to form a word bank. These words should not be studied in isolation. Frequent challenges, such as spelling bee type games, word puzzles (go to puzzlemaker.com on the Internet), or cloze exercises should be provided as practice. Other tactics, such as: bingo, jeopardy, scenarios, and role plays can be adapted to most any topic. Learners should maintain portfolios and keep samples of their work in them. These portfolios will serve not only as an excellent tool for demonstrating progress, but they will also provide an organized spot to keep materials they may need later.

It is hoped that these interdisciplinary, multicultural, interactive lesson plans will help both new and experienced teachers guide their learners through some of the most difficult tasks that they will ever face. Dealing with the welfare system and finding work, especially in a new country and in a new language, can seem overwhelming. The skills and self-confidence gained from these lessons can mitigate this fear and help learners achieve their goals.

PART ONE
THE TANF SYSTEM

1 - What is TANF?

In August, 1996 new welfare legislation (TANF) went into effect, and its impact on ESL learners is significant. This new law sets specific time limitations, and recipients must follow specific regulations.

Purpose: To familiarize learners with the major rules of TANF, how to access services, and how the requirements apply to them.

Skills stressed: Vocabulary development; asking and answering questions for information.

Materials: *Fact Sheet* 1/29/99 (see appendix A) and/or other TANF information obtained from local County Assistance Office, dictionaries and/or electronic translators, chalk and chalkboard, index cards, pencils and pens.

Vocabulary:

| | | |
|---|---|---|
| alternative | equivalent | recipient |
| assets | federal | refugee |
| assistance | income | requirement |
| asylee | legislation | resident |
| benefits | limits | self-sufficient |
| citizen | needy | services |
| discretion | program | supportive |
| education | public | temporary |

Method:

The teacher begins the lesson with a brief introduction to the history of TANF legislation and its basic provisions.

The learners break into groups of three or four to discuss and study the vocabulary words and their definitions. The teacher circulates around the room and answers any questions. Learners create their own word banks by writing each vocabulary word on the front of an index card and then writing its definition on the back. An illustrative sentence can also be added. These cards should be kept for study and review.

The teacher then passes out information about TANF using the Fact Sheet (see appendix) or other information which is readily available from your local County Assistance Office and can be adapted to fit the level of the class. Important facts to stress should include:

- TANF means Temporary Assistance to Needy Families
- TANF began on August 22, 1996 at the federal level
- In Pennsylvania, the TANF program began March 3, 1997
- Each state administers its own TANF program and rules vary and change at any time
- Refugees can receive TANF if their families meet the requirements
- In Pennsylvania, TANF is only available for 60 months in the recipient's lifetime; the recipient must be working at least 20 hours per week after 24 months
- Generally, refugees and immigrants must become citizens to continue to receive benefits of any kind (including social security and food stamps)

These and any other important facts are written on the chalkboard and the teacher and learners discuss them until all facts are understood. At this point, a *round-robin* can be held: one student asks the student next to him or her: "How long can I get TANF benefits?" The second student replies: "For a maximum of 60 months." The second student then asks his or her neighbor a question about welfare, and the questions and answers continue around the room. The teacher should clarify any questions of word meaning, pronunciation, or comprehension as they arise.

If possible, a representative from the local County Assistance Office should be invited to address the class. If a speaker does come, the learners should prepare for the visit by writing and practicing relevant questions in advance.

2- Other Supportive Services

Clients moving from welfare to work will need other supports along the way. Child care, elder care health care, housing assistance, substance abuse aid, mental health services, legal aid, and other services are available.

Purpose: To familiarize learners with support services that are available in the community.

Skills stressed: Vocabulary development; reading for information; writing; speaking and listening.

Materials: Dictionaries and/or electronic translators, poster board, paper, magazines and catalogues, glue stick, crayons markers. information from the County Assistance Office about community resources to help clients.

Vocabulary:

| | | |
|---|---|---|
| abuse | elder care | medical |
| allowance | eligible | mental |
| assistance | GED | peer |
| child care | head start | resources |
| citizenship | health | subsidized |
| coverage | housing | technology |
| dependent | insurance | transportation |
| education | literacy | violence |

Method:

The teacher briefly introduces other support services that are available in the community. Students then work in groups of three or four to define vocabulary words and add them to their word banks. (See lesson one).

The teacher then distributes information about community services that the class members might need. Resources may include: child care, elder care, legal services, health care, transportation allowance, housing assistance, substance abuse counseling, and mental health services. (The teacher can obtain this information from the County Assistance Office and other service organizations. Information should be written simply in the form of a fact sheet, without too much detail.)

Each group studies information about one or two of these services, with the teacher's guidance. Then, by using old magazines and catalogues, each group finds pictures related to its topic(s). A poster is created for each service by gluing pictures and/or drawing on the poster board. Each group presents its poster(s) to the class and explains the available services. The other groups are encouraged to ask questions of the presenters. These posters can be displayed around the classroom for future reference.

The class members are then asked to think about what services they might need and to write a few paragraphs about their own situations. The teacher can read the learners' writing, but corrections in grammar, usage, and language should not be made at this time. Positive comments are very helpful to encourage self-confidence. The learners should keep this writing in a portfolio or folder for future reference.

If the teacher notices a pattern of errors occurring in the writings, lessons can be developed to improve those specific skills.

3 - Finding the County Assistance Office

It is difficult for the ESL learner to travel throughout the area and to find specific locations. Reading a map, understanding the mass transit system (if one exists), and being able to ask for directions are skills that must be mastered.

Purpose: To develop map reading skills and the vocabulary to ask for and follow travel directions.

Skills stressed: Vocabulary development; map reading, talking on the telephone, asking questions, writing down information, following directions.

Materials: Dictionaries and/or electronic translators, street maps, public transportation maps and schedules, phone books, note pads, pencils.

Vocabulary:

| | | |
|---|---|---|
| automobile | exit | one way |
| block | grid | scale |
| bus | highway | schedule |
| compass rose | key | south |
| corner | landmark | subway |
| cross | map | symbol |
| direction | mile | trolley |
| east | north | west |

Method:

The teacher briefly introduces the ways in which learners can get to the County Assistance Office and other locations in the community. The learners then break into small groups and study the vocabulary words. Then the words are added to the learners' word banks. (See lesson one).

The teacher then distributes various street maps and introduces basic map reading concepts, such as:

- scale
- key
- compass rose
- directions (north, south, east, west, northeast, southwest, etc.)
- symbols
- grid

The class members practice finding different locations on their maps. Then the learners work in small groups and use phone books and local maps to locate the County

Assistance Office and other points of interest on their maps. Getting to places by public transportation should also be discussed and studied, if applicable.

The learners then work in pairs to conduct mock telephone calls for directions to the County Assistance Office. Use a dialogue such as:

*Caller*: Hello! Can you help me?
*Receptionist*: What is it you need?
*Caller*: Could you please give me directions to your office.
*Receptionist*: Where are you coming from?
*Caller*: I am coming from _____.
*Receptionist*: Are you taking public transportation or are your driving?
*Caller*: I am _____.
*Receptionist*: (After consulting a street map or public transportation schedule)
You can get here by _____.
*Caller*: Thank you very much. Goodbye!
*Receptionist*: Goodbye!

The pairs can reverse their roles and practice the dialogue again.

Other dialogues can be created dealing with asking directions of a person on the street or asking a bus driver how much is the fare or where to get off to reach a destination.

4- Filling out the Application for Benefits – A Board Game

The *Application for Benefits* is the form by which eligibility for TANF and other services is determined. If the clients need assistance, another person or staff member can work with them. The form can be returned in person or by mail, but it must be completed in its entirety before a determination will be made.

Purpose: To become familiar with the *Application for Benefits* and how to complete it.

Skills stressed: Vocabulary development; speaking and listening; completing forms; following directions.

Materials: Dictionaries and/or electronic translators, copies of the *Application for Benefits* form, large sheet of poster board or wood for game board, crayons and markers, spinner or dice, small game pieces.

Vocabulary:

| | | |
|---|---|---|
| affidavit | disqualified | nonresident |
| alias | domestic | probation |
| application | expedited | protective |
| available | felony | seasonal |
| benefits | identity | section |
| caseworker | immunizations | snowmobile |
| certify | insurance | supplemental |
| criminal | maiden name | temporary |
| defendant | migrant | unshaded |
| disabled | misdemeanor | veteran |

Method:

The teacher briefly introduces the *Application for Benefits* form and stresses its importance. Enough copies of the *Application for Benefits* should be obtained from the County Assistance Office so that each learner has his or her own copy (See appendix B).

The learners break into groups of three or four and defining the vocabulary words. These words can then be added to the learners' word banks. (See lesson one).

The teacher then facilitates a section by section discussion about how to fill out the *Application for Benefits* form. The teacher should note:

- notices can be provided in Spanish
- the learner can request an interpreter
- all of the unshaded areas must be complete

- only citizens may register to vote
- immigrants must provide information about their sponsors
- *all* parents *and/or spouses not living in the household* must be listed, even if additional pages are needed
- all expenses and all income must be included
- what it means to sign the affidavit

After the form is thoroughly discussed and understood, a board game about it can be constructed by drawing a large square or oval "track" on a piece of poster board or wood. Divide the oval or square into twenty or more even spaces, and write one question from the *Application for Benefits* form in most of the blocks. Other blocks can give instructions, such as: start, go back three spaces, lose a turn, or go forward one space. Use a spinner or dice to determine how many spaces each player should move his or her token.

When a player lands on a square with a question, he or she must answer it completely and correctly, as determined by the teacher. If an incorrect answer is given, the player goes back to the space from which he or she started. The winner is the first person to get around the board (once or twice). The game may be played by teams, if the class is large. If desired, small prizes or certificates can be awarded to the winner(s).

5- The Agreement of Mutual Responsibility – An Important Contract

The *Agreement of Mutual Responsibility* form must be completed in order for a person to receive TANF benefits. It is a plan for the client to attain self-sufficiency and no longer need TANF within the set time limits. Since this document is a contract, both the client and the Department of Public Welfare must follow its provisions or stiff penalties can result.

Purpose: To understand the *Agreement of Mutual Responsibility* and the requirements of both parties to a contract.

Skills stressed: Vocabulary development; making a sales pitch; writing; asking for service.

Materials: Dictionaries and/or electronic translators, copies of the *AMR* form, old magazines and catalogues, paper and pencil, chalk and chalkboard, scissors, glue stick, card board or index cards.

Vocabulary:

| | | |
|---|---|---|
| actively | independence | screening |
| additional | ineligible | self-sufficient |
| blueprint | ordered | situation |
| caseworker | paternity | substance |
| clinic | penalty | support |
| contract | progress | update |
| cooperate | refuse | voluntary |
| hearing | resources | workshop |

Method:

The teacher briefly introduces the requirements and ramifications of entering into a contract. The class then breaks into groups of three or four and studies the vocabulary words. The new words are then placed on index cards and added to the learners' word banks. (See lesson one).

Since the *Agreement of Mutual Responsibility (AMR)* is a binding contract, the concept of contracts should be stressed. The teacher and the class brainstorm about different kinds of contracts that people sign throughout their lives. Examples are written on the board and may include: professional athletes signing with a team, a movie star agreeing to promote a product, an apartment lease, hiring somebody to fix something or build something in a house, marriage and divorce, prenuptial agreement, a product guarantee, a will and a living will, a mortgage or other loan agreement, a preplanned funeral, enlistment in the military, etc. It should be stressed that in a contract each side must fulfill its obligations.

Each learner looks through old magazines and catalogues and finds pictures of items that he or she wishes to "sell". These pictures should be cut out and may be mounted on cardboard or index cards, if desired. Each learner takes a turn "selling" his wares to members of the class. When an agreement of sale is reached, a sales contract is created and signed by both parties. If the product is guaranteed, a follow up role-play can take place in which the purchaser has a problem with the product and wants to invoke the provisions of the guarantee.

Each learner is then given a copy of the *Agreement of Mutual Responsibility* form to study (see appendix C). Suggestions about self-sufficiency plans are made. It should be stressed that the AMR is jointly created and both the client and the Department of Public Welfare must live up to its side of the agreement. The *AMR* can be modified in the future, as situations change.

Learners who need to fill out this form with their caseworkers can practice with the teacher's assistance.

6 – Meeting with the Caseworker – A Time Line for Action

When a client becomes eligible for TANF benefits, he or she must meet with a caseworker and complete the *AMR* form (See lesson 5). Since TANF is only available for a maximum of 60 months in a recipient's lifetime, the client, with the help of the caseworker, must develop a plan for self-sufficiency.

Purpose: To focus on the time limitations of TANF and develop a time line as a tool to plan for success.

Skills stressed: Vocabulary development; putting events in chronological order; speaking and listening; writing.

Materials: Dictionaries and/or electronic translators, paper, calendars, rulers, pens and pencils.

Vocabulary:

| | | |
|---|---|---|
| activity | goals | reliable |
| appropriate | guide | requirement |
| assessment | initial | revised |
| average | insurance | sub-standard |
| development | notice | support |
| employment | prenatal | time frame |
| enrollment | reduce | training |
| exempt | register | volunteer |

Method:

The teacher briefly introduces the concept of time lines - horizontal lines with important dates placed across them in chronological order. The learners then study the vocabulary words in small groups. These words are then added to their word banks. (See lesson one).

The teacher illustrates an example of a time line on the chalk board. A time line dealing with U. S. history could include some or all of the following dates:

1492 Columbus lands in the West Indies
1607 First English colony established at Jamestown
1620 Pilgrims land a Plymouth Rock
1776 Declaration of Independence signed in Philadelphia
1783 Colonists win the Revolutionary War
1787 Constitution written in Philadelphia
1803 Louisiana Purchase
1865 Civil War ends; Abraham Lincoln assassinated by John Wilkes Booth
1869 First transcontinental railroad

1886 American Federation of Labor is organized
1898 Spanish American War
1917 U. S. enters World War I
1929 Stock Market crash
1941 Japanese attack Pearl Harbor
1945 World War II ends
1953 Korean War ends
1954 *Brown v. Board of Education* makes separate but equal education illegal
1963 John F. Kennedy assassinated
1968 Martin Luther King, Jr. assassinated
1973 U. S. withdraws from Viet Nam
1974 Richard Nixon resigns due to Watergate cover-up
1981 U. S. hostages released from Iran
1991 Persian Gulf War
1992 Breakup of the Soviet Union – end of the Cold War
1999 Bill Clinton impeached but not convicted

A few or as many of these dates can be used, depending upon the level of the class and the interest and knowledge of American history. Other topics of greater relevance to the class members can be used for this example.

Groups of learners from the same country get together and draw a time line for the histories of their countries. A flag should be drawn on the paper, as well. Each group presents its national history to the class, and questions and answers are encouraged. These time lines should be displayed in the classroom to depict the many cultures present.

The teacher then presents an example of his or her personal time line on the chalkboard. Dates for birth, first day of school, graduation, marriage, birth of child(ren), jobs, etc. should be included. Another time line depicting the teacher's goals for the future should be added. Then the learners are asked to create time lines about their pasts and about their future goals and the time it will take to accomplish them. Again, the temporary nature of TANF should be stressed with 24 months to get at least a 20-hour per week job and 60 months of lifetime benefits. These time lines should be kept in the learner's portfolio or folder for future reference.

Tips on the actual meeting with the caseworker can also be discussed. Concepts, such as arriving on time, being prepared with goals and time frames, not bringing children, dressing appropriately, etc. can be written on the chalkboard and strategies can be developed.

7 – Exemptions

The Department of Public Welfare caseworkers will consider certain situations as the basis for temporary exemptions and good cause exemptions from the work requirement.

Purpose: To familiarize learners with allowable exemptions from the work requirements of TANF, stressing that most of them are temporary; to practice using the phone book to get information.

Skills stressed: Vocabulary development; using the phone book; problem solving; speaking and listening.

Materials: Dictionaries and/or electronic translators, phone books; paper and pencil, chalk and chalkboard.

Vocabulary:

| | | |
|---|---|---|
| addiction | emergency | mental |
| cause | excuse | periodically |
| comply | exception | physical |
| conflict | exemption | reschedule |
| danger | homelessness | sanction |
| disability | illness | situation |
| discrimination | incapacitated | suitable |
| domestic violence | injury | transportation |

Method:

The teacher presents a brief outline of exemptions and good cause exemptions to the TANF work requirements. Then the learners break into groups of three or four and study the vocabulary words. These words can be added to their word banks. (See lesson one).

The teacher writes a list of exemptions from the work regulations of TANF on the chalk board:

- The client has a child under the age of one and is a single parent. This is a once-in-a-lifetime exemption for twelve months.
- The client has a child under the age of six and cannot find child care. (This exemption is not acceptable in some locations, such as Philadelphia).
- The client is a grandparent or other adult receiving cash only for children.
- The client has a physical or mental problem that keeps him or her from working.
- The client is the primary care giver for a family member who is sick.
- The client is the victim of domestic violence.
- The client is homeless and has problems working.

* The client is in a drug or alcohol treatment program that will prevent him or her from working.
* The client is under eighteen years old and still in high school or a GED program.

The teacher and the class discuss what each of these statements means. Some exemptions can be permanent, such as a physical or mental disability, but most are only temporary and will not stop the 60-month clock from ticking. Continue the discussion, giving as many examples as possible, until the learners understand these concepts.

Good cause exemptions are common sense reasons for failure to comply with the work requirement. A client will not be subject to sanction if he or she has a reasonable excuse (good cause) but is expected to make a good faith effort to overcome any problems he or she may have in meeting the work requirement. Good cause exemptions should be listed on the chalk board and can include:

* Personal illness or injury that prevented the client from complying.
* Failure to receive notice at least two days prior to an appointment.
* An unavoidable conflict with paid work hours or a job interview.
* Personal emergencies such as a death in the family, court dates, or important medical appointments that cannot be rescheduled.
* Serious problems that must be addressed prior to employment, such as homelessness or drug or alcohol addiction, where there is an agency plan that prevents participation in a work activity.
* Illness of a family member which prevented a client from complying.
* A client is currently attending high school.
* Lack of care for disabled children or for an incapacitated adult in the household who needs care or supervision that there is no one else in the household to provide.
* Inability to arrange or locate transportation.
* Job training was beyond the ability of the client.
* Discrimination or dangerous situations in the work place.
* Living more than two hours (round trip) from a work assignment.

The teacher and the learners discuss these good cause exemptions, giving as many examples as possible, until the learners have a good understanding of what an exemption is and what it is not.

The students break up into small groups, and each group is given a phone book. The teacher assigns each group three or four of the exemptions, and the group's task is to look up services in the phone book that would help a welfare client solve his or her problem and comply with the work requirement. After a list of potential resources is developed, the learners should call selected sites and ask them about their services. If possible, agencies should be asked to send the class information about their offerings. These pamphlets and other information should be kept in the classroom for easy reference, if the need arises.

Each group will be responsible for presenting its findings to the class as a whole. If possible, each group can create an information sheet (through word processing or free

hand) and distribute it to the class. These sheets should be kept in the learners' portfolios or folders for future reference.

If the teacher has contacts with any service agency that can help welfare clients get over the problems that are preventing them from working, he or she should ask a representative to come and talk to the class. If the agency is willing, the class could plan a visit there.

If the class is having a speaker, appropriate questions should be written and practiced in advance. If the class is going to an agency on a field trip, plans for how to get there, what to look for at the site, and questions to ask should be formulated in advance by the learners.

8 – Responsibilities while on TANF – A Checklist

All TANF recipients must develop an *Agreement of Mutual Responsibility*. (See lesson 5). Requirements and time limits are placed upon the client at that time, and these obligations must be fulfilled. If the recipient is not working after 24 months, further obligations are put into place. A person cannot collect TANF benefits for more than 60 months in his or her lifetime.

Purpose: To acquaint the learners with the job search and other requirements imposed upon him or her, once TANF benefits begin.

Skills stressed: Vocabulary development, reading for information, creating a check list; interviewing, speaking and listening.

Materials: Dictionaries and/or electronic translators, drawing paper, crayons or markers, chalk and chalk board, pens and paper.

Vocabulary:

| | | |
|---|---|---|
| attachment | independent | rapid |
| budget | mandatory | skills |
| community service | nonprofit | search |
| contracted | obligation | solutions |
| court | ongoing | subsidized |
| disregard | options | supervision |
| enroll | personnel | utilities |
| human services | probation | workfare |

Method:

The teacher presents an introduction to the requirements of TANF in the first 24 months and in the period from 24 months to five years. Then the learners break into small groups and study the vocabulary words. These words can be added to their word banks. (See lesson one).

The teacher divides the class into three groups. The first group receives information about TANF entry and the mandatory eight week job search. The second group receives information about clients who did not get a job during the initial job search and their options for looking for work and improving skills during the first 24 months of TANF. The third group gets information about the 24 to 60 month period and the 20 hour per week work responsibilities. This information should be presented in the form of a fact sheet prepared in advance by the teacher. Information for this fact sheet can be obtained from the local County Assistance Office, the Internet, or a service agency that deals with TANF requirements.

With the help of the teacher, each group studies and discusses the responsibilities of TANF clients in its category. Then each group creates a large chart or poster listing these responsibilities. The information is presented to the other groups, and the charts are hung on the walls of the classroom for future reference.

The teacher then presents the concept of check lists as a means of keeping track of items. The learners and teacher brainstorm and write common uses of checklists on the chalkboard. Examples may include: a shopping list, a "to do" list, a health history form, a questionnaire, a child's report card, an inventory of the condition of an apartment when it is rented, etc. Examples of check lists can be brought from home and shown to the class.

Each group is then asked to create a check list for the responsibilities within its TANF category. After the checklists are completed, the learners can role play situations in which one is the DPW worker and one is the TANF client, and an interview is held to see if the client is fulfilling his or her responsibilities. Procedures that the client has followed should be checked off on the group-created check list.

It should also be stressed that the Department of Public Welfare has responsibilities to the clients, as well. The client must work closely with the caseworker to ensure that both ends of the contract are being upheld. (See lesson 9).

9 – Rights of the TANF Recipient - Learning to Negotiate

While on TANF, the client also is entitled to supportive services, to participation in welfare to work programs, and to a problem solving procedure to deal with the Welfare Department.

Purpose: To inform the student that the TANF recipient has rights and how to access the services and systems to which they are entitled.

Skills stressed: Vocabulary development; negotiation, distinguishing fact from opinion.

Materials: Dictionaries and/or electronic translators, chalk and chalkboard.

Vocabulary:

| | | |
|---|---|---|
| allowance | directed | reapply |
| appeal | intensive | referral |
| community service | job coach | regional |
| commute | literacy | SPOC |
| conciliatory | non-custodial | subsidized |
| contact | organization | training |
| contractor | PIC | transportation |
| deny | placement | wraparound |

Method:

The teacher presents a brief introduction to the rights that a recipient has during his or her time on TANF. The learners then break into small groups and study the vocabulary words. These words can be added to their word banks. (See lesson one).

Then working with the whole group, the teacher facilitates a discussion about supportive services available to TANF recipients who are looking for work.

1) Supportive services during the initial 8 week job search period:
   - independent job search or rapid attachment program
   - literacy programs
   - ESL instruction
   - training programs
   - rapid attachment programs
   - child care assistance
   - transportation assistance
   - homeless assistance
   - housing counseling

food assistance
drug and alcohol abuse care

2) If the client has not found a job after the 8 week initial job search he or she must begin an active job search and building skills phase for up to the 24 month mark and may receive:

full time education (not more than 12 months)
transportation assistance
child care assistance
clothing allowance
work activity options

3) After 24 months on TANF the client may receive:

Work Requirement Review Meeting
subsidized employment
community service job
education and training (after 20 hrs/week of work)
child care assistance
transportation assistance

4) After 60 months, TANF benefits will end.

The discussion continues until the learners understand the rights during each of these periods and how they differ.

The learners then break into groups of three or four. In each group, a discussion takes place about the Work Requirement Review Meeting (WRR), which is held at the 24-month mark of TANF. For this meeting, caseworkers send letters to clients giving them the date and time to come in for a conciliation session. Clients must attend this meeting or call the caseworker to reschedule, if the time is not convenient. Clients who do not go to this meeting will be treated the same as those not cooperating. A second letter will be sent to the client, and if he or she still does not respond, sanctions can be imposed.

At the WRR meeting, the caseworker and the client review the AMR and what steps the client has taken to look for work and improve skills. At this stage, the client (unless he or she is exempt or has good cause) must engage in an approved work activity for at least 20 hours per week to continue to receive TANF benefits. It is important that the AMR be revised not only to reflect the client's work activities, but also to list the support services still needed. The client and the caseworker must negotiate to reach a new AMR that is acceptable to both parties and one that has provisions that each party can fulfill.

At this point, a representative from a community legal services group should be asked to speak to the class about negotiating the revisions to the AMR. The representative should also tell the learners about the appeals process for those who feel that they are being sanctioned unjustly. Learners should prepare for the legal representative's visit by thinking of questions in advance and practicing asking them.

If a representative from a community legal service organization is not available, the teacher can contact the agency and get as much information about the appeals process as possible.

After discussing and digesting the information about appeals and revisions, the learners can role play meetings between the caseworker and the client at a Work Requirement Review meeting and at an appeal of sanctions. Each learner should have the opportunity to play both the client and the caseworker during these role plays.

10 – Citizenship Issues – 100 Questions for Reverse Jeopardy

Most immigrants and refugees who collect government benefits will be required to become citizens to maintain these payments. Currently, an immigrant or refugee must have a green card (document as a permanent resident of the U.S.) for five years before applying for naturalization. If the immigrant or refugee is married to an American citizen, the wait is three years. Then an N-400 form may be submitted to the INS. When the prospective citizen is called for an interview, an oral test of U. S. history and civics is given, and an oath of allegiance is required. The INS (Immigration and Naturalization Service) circulates a list of 100 questions as a study guide for the oral test, and most of the questions asked are on it.

All laws dealing with citizenship and naturalization can change at any time; contact the INS for current provisions.

Purpose: To acquaint learners with the citizenship process, assist them in in finding help with citizenship questions, and familiarize them with the 100 questions.

Skills stressed: Vocabulary development; researching; speaking and listening.

Materials: Dictionaries and/or electronic translators; paper and pencil or pen; U. S. History and Civics books designed for ESL learners; noise makers; sample of 100 Questions; N-400 form; prizes.

Vocabulary:

| | | |
|---|---|---|
| allegiance | election | legislature |
| anthem | enemies | mayor |
| branch | examiner | naturalization |
| checks and balances | executive | oral |
| citizen | governor | oath |
| civics | independence | Pilgrim |
| colony | INS | president |
| declaration | judicial | swear |

Method:

The teacher introduces the subject of citizenship and naturalization to the class. The learners then break into small groups and study the vocabulary words. These words can be added to their word banks. (See lesson one).

The teacher and the class discuss the requirements to naturalize. It should be stressed that if an immigrant or refugee does not become a citizen within seven years of receiving

permanent resident status (this rule is subject to change), any benefits that the family is receiving can be denied.

A representative of a refugee or immigrant assistance agency should be invited to address the class and help learners with questions and issues about obtaining a green card and/or becoming a citizen. **WARNING**: Giving incorrect information could result in legal trouble for the learner. Please get expert advice. Do not attempt to help him or her with INS provisions or paperwork.

Next discuss the oral test that must be passed for naturalization. In this oral interview, the examiner will go over information that the learner has provided on the application for citizenship (N-400) form) (See appendix D). Then he or she will ask some questions about American History and Civics. These questions are generally taken from the list of 100 questions circulated by the INS. The examiner will also dictate five simple sentences covering the same information as the 100 questions. When the applicant passes the interview, he or she will take an oath of allegiance to the United States in which he or she will give up loyalty to any other country.

The teacher passes out copies of the 100 questions and their answers (See appendix) to the class. The list is in the appendix to this book, but it can also be obtained most ESL citizenship textbooks and from the INS.

The class breaks into groups of three or four and each group begins to study the 100 questions and their answers. As questions arise, the teacher should bring the class together and, using history and government textbooks as references, research the topic of the question and discuss the answer.

In their groups, the learners should take turns asking each other the questions and answering them. It may take many days (or months) for the learners to become comfortable answering the 100 questions.

When the learners are ready, the class plays reverse "Jeopardy". Three teams are formed and each team is given a distinctive noisemaker. The teacher then proceeds to ask a question from the list of 100 questions. When a team knows the answer, it makes its noise and answers the question (in the form of an answer). If the answer is correct, the team gets a point. If the answer is incorrect, another team can attempt to answer. Points may be subtracted for incorrect answers, if you wish to make the game more challenging. At the end of the allotted time, the team that has the most points is the winner. Small prizes, such as certificates or pencils can be given to the winning team.

PART TWO
JOB READINESS STRATEGIES

11 – Availability for Work – Household Tree

Adjusting to life in America will take time for all newcomers. If welfare reform is pushing the learner to find a job as quickly as possible, the adjustment process must be as quick as possible. Once a routine is established, it is important for the refugee or immigrant to understand his or her responsibilities that may limit the amount of time, distance away, or hours and days that he or she can be at work.

Purpose: To help the learner discover the days and times that he or she is available to work and to reconcile family and community responsibilities with working hours.

Skills stressed: Vocabulary development, seeing relationships, speaking and listening; writing skills.

Materials: Dictionaries and/or electronic translators, drawing paper; crayons and markers; chalk and chalkboard; phone books; pencils or pens; paper.

Vocabulary:

| | | |
|---|---|---|
| babysitter | family | part time |
| benefits | flex time | preschool |
| camp | full time | relative |
| child care | generation | responsibility |
| community | infant | sanitary |
| day care | neighborhood | sibling |
| educational | obligation | spouse |
| elder care | parent | supervision |

Method:

The teacher briefly introduces the concept of full time paid employment and the obligations that it entails: hours per week at work, days off per year, attention and dedication required by the employer, etc. The learners then break into small groups and study the vocabulary words. These words can be added to their word banks. (See lesson one).

The teacher then passes out drawing paper and markers or crayons. Each learner is asked to draw the simple outline of a house (a large square with a triangle on top). On the first floor, the learner should depict (with stick or simple figures) all of the children who live in the house. On the second floor, the learner and all those in his or her generation should be drawn. In the attic, residents of the learner's parents' generation should be shown. If there are more than three generations in the household, draw in additional floors.

Each learner should be asked to bring pictures of his or her family members to class. Set up the room with chairs in a circle, if the furniture allows. The learners then take turns sharing their household trees and showing pictures of their families. If they wish, after presenting their household trees, the learners can have their classmates guess the identities of the people in their pictures.

The teacher then facilitates a whole group discussion about the time that the learners are obligated at home. Examples such as: must be home for after school hours, cannot work on weekends, have to be home over night, cannot work from 12:00 to 2:00, etc., are written on the chalkboard.

The teacher then describes what a full time job usually requires :

35 to 40 hours per week
one or two weeks vacation per year (pre-approved)
overtime often required
must get to work on time
limited number of sick days and fewer personal days (if any)
no personal phone calls
cannot leave early
sometimes have to take work home to finish

The requirements of part time jobs, temporary assignments, etc. are also listed.

Suggestions for having more time available for working are then elicited from the group. These may include: child care, elder care, changing the time that a special task is done, having a spouse stay home, etc. Each learner is asked to use the telephone book and to call one child care or elder care provider and ask him or her to send information to the class for future reference. What to say in this phone call should be written out and practiced in pairs, before the actual phone call is made.

A field trip to a local day care or elder care center should be arranged, if possible. Things to look for, such as cleanliness, number of teachers per child or adult, safety, etc. should be discussed before the field trip and noted by the learners while they are on their tour. When they return to class, observations should be shared. As a class, a thank you letter to the facility can be written.

The learners are then asked to write about how their obligations at home can fit into a work schedule. The learner is urged to consider child care, elder care, etc., options in making this determination. When the learners are finished, they share their writings with the class, and other class members and the teacher can offer them suggestions for more

availability. This writing should be kept in a portfolio or folder for future reference. Learners should be reminded that TANF requires the recipient to work at least 20 hours per week by the end of the 24th month and to be completely self-sufficient and require no further cash benefits by the 60th month.

12 –Choosing a Career – A Skills Inventory

Learners should be realistic in setting both short term and long term employment goals. By taking into account a full picture of their skills, learners can set their sights on a future employment that will be a good match for their ability. Choosing careers that the learners have good skills for, will help them achieve success and future advancement.

Purpose: To make the learners aware of all of the skills that they possess and how these skills can help in choosing a career.

Skills stressed: Vocabulary development, sorting, self-awareness, collaboration, designing a survey.

Materials: Dictionaries and/or electronic calculators; chalk and chalkboard; paper; pens and pencils; poster board; markers and crayons.

Vocabulary:

| | | |
|---|---|---|
| budget | dexterity | operate |
| calculate | diagnose | perform |
| compose | empathy | reflect |
| coordinate | experiment | self-esteem |
| counsel | goals | skills |
| decisions | hands on | survey |
| design | inventory | training |
| details | machinery | transfer |

Method:

The teacher introduces the concept of choosing a career for which the learner is best suited. Each of us has skills that we were born with and others that we have developed throughout the years; and if we can build on our skills, we have a good chance of finding a job that we will like and at which we can be successful and grow. The learners then break into small groups and study the vocabulary words. These words can be added to their word banks. (See lesson one).

With the whole group, the teacher facilitates a discussion about what skills the learners have. The format "I can (take a phone message). Can you?" may be used to go around the classroom to practice vocabulary and conversation.

After the learners have thought about their own skills, the teacher and the class can create an employment skills inventory. Write all the skills that the learners mentioned on the chalkboard. Then write abilities that go along with each of them. For

example, if a learner can take a phone message, then he or she has good listening and writing skills. Skills can be grouped, for example:

hands on skills:
putting things together
using tools
operating machinery
lifting

creative skills:
imagining
inventing
designing
doing crafts

word skills:
reading
writing
talking
editing

helping skills:
being of service
understanding
offering support
counseling

number skills:
counting
calculating
budgeting
keeping an inventory
measuring

art skills:
writing music, or stories
playing an instrument
singing
drawing
acting

thinking skills:
researching
organizing
sorting
problem solving

follow through skills:
seeing things through
following directions
recording data
reflecting

leadership skills:
starting a group
organizing
directing
making decisions

Skills can be added or taken away to reflect the accomplishments and abilities of the particular group of learners. Once a complete list has been developed, the learners write each category on a separate sheet of paper. Then, they write down the abilities they possess under each heading. Each learner can then evaluate which sets of skills he or she favors.

Further class discussion should focus on jobs that use particular skills. This would be a good time to have people that work in different occupations come to the class and talk about what their jobs entail. If a visitor comes to class, the learners should think about any questions they have about the career that he or she is coming from and practice them in advance. If class visitors cannot come, each class member can

research an occupation that he or she might have the skills for and report back to the whole class.

Learners who are interested in the same or similar occupations can work together in groups to make posters about the career and its needed skills. After each poster is presented to the class, it can be hung on the walls for reference.

Students can also research organizations that support careers in which they might be interested and write away for reference material for the class.

13 – Writing a Resume – Action for Action

It is important for a job applicant to make a good first impression to a perspective employer. The resume is one of the first things that a hiring manager sees, and it is usually the basis for deciding whether or not to interview the person.

Purpose: To suggest, to the learners, a format for a resume that is active and positive.

Skills stressed: Vocabulary development; collaboration; following a format; writing.

Materials: Dictionaries and/or electronic translators; chalk and chalkboard; pencils and paper; word processing equipment (if available); construction paper; old magazines and catalogues; markers and crayons.

Vocabulary:

| | | |
|---|---|---|
| accomplishments | employer | previous |
| awards | experience | recognition |
| biography | goals | responsibility |
| career | graduate | significant |
| certificate | history | skills |
| degree | honors | training |
| diploma | license | workshops |
| education | objective | vocational |

Method:

The teacher provides a brief introduction about the purpose of a resume and what it usually contains. The learners then break into small groups and study the vocabulary words. These words can be added to their word banks. (See lesson one).

The teacher then works with the whole class to explain active verbs. Action verbs that can be used to tell about oneself on a resume are determined by brainstorming together, and a list is made on the chalk board. The list should include verbs that describe abilities, interests, and accomplishments, such as: word process, inventory, proofread, operate a cash register, wait on customers, take messages, collate, use a copying machine, take orders, draw, write, supervise, instruct, train, use software, interview, draw, provide assistance, translate, lift, sort, make an oral presentation, baby sit, use machines, sell, mow lawns, garden, calculate, proofread, organize, clean, file, measure, drive, follow directions, etc.

The class breaks up into pairs, and each pair takes an equal number of the verbs from the board. Each group defines their verbs, using a dictionary or electronic translator, as needed. The pairs then write sentences for each of their verbs and place each sentence at the top of a separate sheet of construction paper. Underline the verb used in each sentence. It is easier to use only one verb per sentence.

The learners explain each of their sentences to the whole class, and further discussion and clarification can take place. Some (or all) of these sentences can be illustrated with pictures from old magazines and catalogues and hung up around the room.

The teacher then facilitates a discussion with the whole group about the purpose of a resume and what it should contain. Points to stress include:

it is the resume that gets you the interview
be positive about yourself
summarize and be brief
create a well organized, attractive document

The learners break into small groups and help each other place personal information into the suggested resume format:

*Objective*
*Education*
*Experience* (can come from life as well as previous work)
*Special skills and interests*

Use as many action verbs as possible to create a positive, readable resume. The groups peer edit each other's drafts. The teacher then reviews the draft with each learner and a final draft is written.

If word processing equipment is available, the learners may, with as much of the teacher's help as necessary, put their resumes into the computer and print them out. If no computer is available, the teacher can word process the resumes for the class, if he or she has access to this equipment at home or elsewhere. The resumes should be saved in a portfolio or folder to be used when necessary.

14 – Reading a Job Advertisement – Abbreviation Bingo

Since employers pay for newspaper advertising by the line, they often fill their ads with abbreviations to save space. Learners must understand these abbreviations in order to make sense of what the ads say.

Purpose: To help learners understand the meanings of abbreviations used in job advertising and to begin to read these ads to see if they are qualified for the positions.

Skills stressed: Vocabulary development, reading for understanding, matching.

Materials: Dictionaries and/or electronic translators; chalk and chalk board; cardboard; rulers; markers; paper; employment advertising sections for various dates; index cards; scissors.

Vocabulary:

| | | |
|---|---|---|
| abbreviation | column | maintenance |
| administrative | commercial | management |
| advertise | computer literate | retail |
| automotive | data processing | technical |
| available | experience | trade |
| benefits | general | vocational |
| category | ledger | workshop |
| clerical | license | word processing |

Method:

The teacher presents a brief introduction to looking for jobs by reading the want ads and tells the class that these ads have a vocabulary all their own. The learners then break into small groups and study the vocabulary words. These words can be added to their word banks. (See lesson one).

The teacher tells the class that advertisers pay for ads by the line and asks them what they think that implies. The conclusion – *ads must tell as much as they can in as little space as they can* – is written on the chalkboard. The teacher then asks the class how advertisers can fit as much information about their jobs in very little space. When the idea of abbreviation is hit upon, it is written on the chalk board, too. The teacher then asks the learners to think about common abbreviations in English that they see every day. Examples, such as: Mrs., Mr., Ave., St., RR., TGIF, PA, Rd., Rte., Apt., Co, and Inc. are written on the chalk board.

The learners then break into small groups, and each group is given several pages of employment ads from different dates and/or different newspapers. The task for each

group is to write down all of the abbreviations they can find in these ads and, from previous knowledge and context, what they think these abbreviations mean. Each group then presents its list and explanations. Any questions should be answered and information clarified by the teacher during these presentations.

The class constructs "abbreviation bingo" cards by taking a piece of cardboard and drawing three evenly spaced vertical lines and three evenly spaced horizontal lines to make a page with sixteen empty squares. The teacher or a student that understands the concept can demonstrate the making of the game board to the class. Sheets of blank paper are cut into little squares to act as markers during the game.

In each blank square, the learner writes one of the abbreviations from the want ads. The learners should choose abbreviations that they feel familiar with.

When the game boards are finished, the bingo game begins. The teacher reads a definition: *This means a full time job.*
*This means a certified nursing assistant.*
*This means hours.*
*This means commercial drivers' license.*
When the learner has one of the abbreviations listed on his or her card, he or she covers that space with a tiny piece of paper. The first person to cover every square on his or her game board wins the game. The winner must show that each abbreviation on his or her card was indeed mentioned. Learners can switch game cards and play again.

Learners go back into their groups and select three or four ads from their newspapers that are representative of jobs that they might be interested in. Learners place each ad on a separate index card and list and define all of the abbreviations used on the back of the card. These cards can be stored in their portfolios or folders for future reference.

15 – Writing a Business Letter - Scenarios

Writing a good business letter combines the ability to communicate effectively in writing with the implementation of correct business letter form. If learners want to write cover letters, letters of inquiry, or thank you letters to prospective employers, they must master correct business letter form.

Purpose: To practice written communication skills and to learn how to follow a business letter format.

Skills stressed: Vocabulary development, written expression, following directions, critical thinking.

Materials: Dictionaries and/or electronic translators; paper; pencils and pens; chalk and chalkboard; word processing equipment, if available.

Vocabulary:

| | | |
|---|---|---|
| accurate | indent | public |
| address | inquiry | punctuation |
| alignment | inside | reply |
| closing | legible | salutation |
| colon | letterhead | signature |
| correspondence | manuscript | sincerely |
| courteous | margin | statement |
| format | organization | word processing |

Method:

The teacher briefly introduces the need for learning to write good business letters. The learners then break into small groups and study the vocabulary words. These words can be added to their word banks. (See lesson one).

Then the teacher and the class brainstorm about when it is necessary to write a business letter. Instances such as: to apply for a job, with a resume, to inquire about job openings, to order an item, to complain about service, to ask a question of a child's teacher, to make a request to a landlord, etc., are written on the chalkboard.

The teacher then presents the format of a business letter by writing on the board or passing out a sheet on which the format is written:

address of sender
current date
(Skip two spaces)
inside address (who is getting the letter)

(Skip two spaces)
salutation + colon
(Skip two spaces)
body of the letter
(align to left and skip spaces between paragraphs)
(Skip two spaces after the body is completed)
Closing + comma
(Skip four spaces)
Signature
Printed name

The learners break into pairs, and each pair writes a scenario about a situation in which a business letter is needed. Details such as: the address that the letter is going to, the specific reason that the letter is being written, and the address of the letter writer should be included. The scenarios are written down and given to the teacher.

The teacher checks each scenario for understandability and legibility. It is not necessary to correct minor grammar or spelling mistakes at this time – only errors that will cause a lack of comprehension. The teacher then distributes a scenario to each leaner, making sure that everyone gets one written by someone else.

The learners write business letters to correspond to their scenarios. If word processing equipment is available, the learners should practice composing their letters and printing them out. If there are no computers for the learners, the letters can be handwritten in the learner's best penmanship, or the teacher can take the final drafts and word process them somewhere else. If using word processing equipment, the teacher should allow enough time for the learners to slowly input their letters and learn how to operate a computer.

When the letters are finished, the students read their letters to the whole group and learners critique them for how well they expressed what the learner needed to say.

Each learner then writes a letter of application for the kind of job in which he or she is interested. Advertisements cut out and saved in lesson 14 can be used. The learners should make sure that all of the facts in the letter are correct, that it provides all of the information called for, and that it follows the correct format. The teacher should discuss each rough draft with the learner and make corrections, as needed. The letter should be word processed, if possible, and kept in the portfolio or folder for future reference.

The advisability of writing a thank you letter after an interview should be discussed. If desired, thank you letters can also be written and placed in the learner's portfolio or folder.

The teacher and the whole class then discuss the proper way to fold the letter and complete an envelope for mailing. Examples are written on the chalkboard.

16 – Calling about a Job – Telephone Etiquette

ESL learners are often self-conscious about talking on the telephone, especially in a business situation. There are situations in which they have to call about a job and may need practice to make sure that they are understood.

Purpose: To make the learner more comfortable and self-confident to make business calls.

Skills stressed: Vocabulary development; speaking and listening; speaking from notes; taking down information; pronunciation.

Materials: Dictionaries and/or electronic translators; two unplugged or toy telephones; note pads; pencils and pens; chalk and chalk board, tape recorders, if available.

Vocabulary:

| | | |
|---|---|---|
| annunciate | directory | operator |
| answering machine | etiquette | option |
| apologize | hand set | personality |
| area code | impression | push-button |
| conversation | local | select |
| courtesy | long distance | switchboard |
| dial tone | message | tone |
| digit | mouthpiece | voice |

Method:

The teacher briefly introduces the need for being understood on the telephone, especially when calling about a job. The learners then break into small groups and study the vocabulary words. These words can be added to their word banks. (See lesson one ).

The teacher and the whole group discuss the importance of making a good impression when calling about a job on the phone. Everything depends on the learner's voice and phone etiquette. Important points area written on the chalkboard and can include:

- speak slowly and clearly
- do not shout or whisper
- remember you are talking to a person, not a machine
- speak directly into the mouth piece
- show interest in the conversation
- offer to call back if it is not a good time
- apologize if it is a wrong number
- plan what to say beforehand
- write down important facts or messages

- be brief, do not chitchat
- hang up gently

With these guidelines in mind, learners write a list of points they would like to make in a phone call about a job of interest. Then, using disconnected or toy phones, each learner makes his or her "call" to the prospective employer. The teacher or another learner can play the role of the employer. Learners should be polite, pronounce words carefully for understanding, and manipulate the handset so they are talking directly into the mouthpiece. Writing messages while holding onto the phone equipment should also be practiced.

If a tape recorder is available, the teacher can record the learners' conversations and play them back. Learners will then have an opportunity to hear what their voices sound like and make any corrections they feel are necessary.

Role play as many different phone conversations as it takes for the learners to feel comfortable and self-confident.

If there are common pronunciation problems within the class, exercises to improve these areas can be undertaken. Tongue twisters, chants, and poems are also tools to improve pronunciation and fluency. The teacher should stress that the most important factors in being understood on the telephone, however, are speaking slowly and distinctly.

17 – Preparing for the Interview – Dress for Success

Once an interview is set up, the learner must get ready to make the best first impression that he or she can make. Showing an interest in the company by dressing appropriately and acting professionally is the best way to show ability.

Purpose: To show the learner how to prepare for a job interview, stressing appropriate dress and demeanor.

Skills stressed: Vocabulary development; recognizing cultural differences; interviewing.

Materials: Old magazines and catalogues, poster board, glue stick, markers, and crayons, chalk and chalkboard.

Vocabulary:

| | | |
|---|---|---|
| appropriate | ethnic | patterns |
| attire | expression | pronounce |
| business dress | flamboyant | research |
| casual | formal | society |
| colorful | listen | speak |
| communicate | narrative | suit |
| culture | norm | uniform |
| dialogue | pattern | wardrobe |

Method:

The teacher briefly introduces the concept of the job interview and the importance of making a good first impression. The learners then break into small groups and study the vocabulary words. These words can be added to their word banks. (See lesson one).

The teacher facilitates a class discussion about how to make a good first impression at a job interview. Suggestions such as:

know about the company
come on time
wear appropriate clothing
answer questions simply and honestly
let voice and body language show interest
ask pertinent questions that show knowledge and ability

If the class is multicultural, the teacher and the class discuss clothing styles favored by particular cultures. If possible, learners, teachers, and staff can wear native garb to class and show it off in a "mini fashion show." Learners should explain what they are wearing

to other class members from different cultures and answer any questions about fabric, color, occasions to wear it, how to make it or buy it, etc.

What is fashionable in America should then be discussed. Learners should not be encouraged to give up all of their native customs and choices of attire to fit into their new society; but, especially in the workplace, it may be beneficial for them to know the cultural norms.

Afterwards, the teacher facilitates a discussion about appropriate dress for a job interview in the United States. Examples of acceptable outfits, including shoes, clothing, hosiery, make-up, etc., are written on the chalk board in lists under different kinds of jobs. Often clothing worn every day to a job differs from what is appropriate for the interview.

With the teacher's help, learners work in groups, according to their career interests, to find pictures in old magazines and catalogues that illustrate proper attire for the interview for those particular jobs. These pictures can then be glued to sheets of poster board with the job title written across the top. Posters may be decorated and hung around the room. Each group makes a presentation about the appropriate attire for a job interview for their specific field.

The class can then hold a "dress for success" day when the teacher, learners, and staff come to class dressed appropriately for a job interview. (If class members do not have appropriate attire and cannot afford to purchase it, there are agencies that can help them. If they receive TANF, they may be eligible for a clothing allowance. (See lesson two). The proper use of make up, perfume, toothpaste, mouthwash, soap, and deodorant should also be mentioned.

Mock employment interview questions can be prepared by the teacher or cooperatively with the class, taking into consideration what the employer wants to learn about the applicant and what is permissible to ask. Questions of a personal nature, including age, marital status, children, sexual orientation, etc. are not allowed. The learners may take turns being the employer and the applicant and practice interview techniques. The "applicant" should be encouraged to ask insightful questions that show that he or she is interested in the company and knows something about it.

Learners should be reminded that it may be helpful to write a thank you letter to the employer (See lesson 15) after the interview.

18 – Filling out the Employment Application – A "Cheat Sheet"

When applying for a job, completion of an employment application form is usually required. Learners should know what information they are expected to provide and bring written notes to help them complete the form correctly.

Purpose: To familiarize the learner with the information required to complete an employment application.

Skills Stressed: Vocabulary development, reading and filling out forms, printing neatly.

Materials: Dictionaries and/or electronic translators; sample employment application forms; black pens; paper; chalk and chalk board.

Vocabulary:

| | | |
|---|---|---|
| apprenticeship | initial | recognition |
| degree | major | referral |
| duties | middle | relative |
| felony | military | relocation |
| history | non-exempt | salary |
| human resources | personal | valid |
| information | polygraph | volunteer |
| internship | previous | work permit |

Method:

The teacher talks briefly about information required to fill our a job application. The learners then break into small groups and study the vocabulary words. These words can be added to their word banks. (See lesson one).

The teacher then distributes copies of job applications to the class. Actual applications can be obtained from companies or stores that are hiring, or a generic application can be created. The teacher and the class work together and list information that must be provided on the application on the chalkboard. It should be pointed out that some information is common to all job applications, such as: first name, middle name (or initial), last name, current address, social security number, phone number, hours available, education, employment history, signature, and date. Other information may be pertinent to specific applications, such as: do you have a relative employed by the company, what prompted you to apply, positions of interest, job related skills, have you ever been convicted of a felony, references, etc.

Because so much specific information about dates, addresses, telephone numbers, etc. is required to complete the job application, the learner should make sure that he or she

writes down pertinent information and brings this paper to an interview. By referring to written information, the learner can be sure that all information is correct, all spellings are correct, and that nothing of importance is left out. The teacher should point out that by signing the job application, the learner verifies that all information is correct and can be confirmed by the employer.

The learners then work as partners to help each other create a "cheat sheet" to use in completing job applications. The teacher should talk individually with each learner to make sure that he or she has written:

Full name
Social Security Number
Full address, including zip code, and phone number
Names of all schools attended, addresses, dates, degrees
Names of all previous employers, addresses, phone numbers, dates, salary, reason for leaving
Full names, addresses, and phone numbers of any references

Once the "cheat sheets" are completed, the learners practice filling out the job applications as neatly and legibly as possible. The teacher should suggest that the learners print all information and make sure to stay within each section's lines. Since neatness will help create a good first impression, do not erase or cross out, if at all possible.

When the applications are filled out the learners should place them and their "cheat sheets" into their portfolios or folders for future reference. When they actually go to an interview, this "cheat sheet" can be updated, if needed, and taken with them.

19 – Asking and Answering Interview Questions

During a job interview, the learner will be asked many questions. He or she will also have the opportunity to ask questions of the employer. The way in which the applicant answers and asks these questions, along with body language and appearance, will determine whether or not he or she has a chance to get the job.

Skills stressed: Vocabulary development, asking and answering questions, positive body language.

Materials: Dictionary and/or electronic translator, chalk and chalkboard, video camera, if available, paper and pencil.

Vocabulary:

| | | |
|---|---|---|
| arrogance | discussion | positive |
| attitude | examples | promotions |
| anxiety | impression | research |
| brochure | language | slouch |
| challenge | motivation | strength |
| conflict | nervous | tardiness |
| credit | organization | trial |
| discomfort | promotion | weakness |

Method:

The teacher provides a brief introduction to asking and answering questions at a job interview and presenting a good impression. Then the learners break into small groups of three or four and study the vocabulary words. These words can be added to their word banks (See lesson one).

The teacher and the class discuss the kinds of questions that might be asked by an employer at a job interview and suggest answers. These questions and answers are written on the chalkboard. It should be stressed that the learner must research the company and know as much as he or she can about it, before the interview. Ways to find out about the company include: reading all of its brochures and publications, talking to current and former employees, and talking to organizations in the field. This way the applicant will be able to provide well thought out, insightful answers to questions about why he or she wants to work there and/or what he or she can offer the company. Learners in small groups look in the phone book to find possible sources of information about companies of interest. They can call these contacts and get information to share with the class, if they wish.

Next, the teacher and learners write down questions that the applicant should ask at the interview. These questions should come from the applicant's knowledge of the company and from his or her own experience with the type of work.

The teacher then facilitates a discussion about body language in the United States. In American business situations, it is appropriate for both men and women to shake hands; when speaking, one should look the other person in the eye; good posture is important when sitting and standing; do not fidget and look distracted – maintain full concentration; give the other person at least a foot and a half of personal space all around him or her.

Some important rules for the interview should also be written on the chalkboard:

- arrive on time
- dress appropriately (See lesson 17)
- speak slowly and distinctly and do not use slang or profanity
- let the employer talk at least 50% of the time
- tell the truth
- use positive body language
- show interest in the position by asking thoughtful questions

The learners take turns being the employer and applicant at a job interview. If a video camera is available, these practice interviews can be taped and critiqued by the whole class. If no camera can be used, the class members take notes and provide feedback to the "applicant" after the interview is over.

The teacher should stress again that being prepared for an interview means, (1) knowing as much as possible about the company, (2) dressing appropriately, (3) using positive body language, and (4) asking and answering questions in a thoughtful manner. This is the one opportunity that he or she will have to make a good first impression.

If the learner is called back for a second interview, the same basic rules apply. He or she may expect more in-depth questions about his or her qualifications, or the questions may be about the same but asked by different people.

20 – First Days on the Job

Once the learner finds a job, he or she will have a lot to do in the very beginning, even before he or she has a chance to meet people or get comfortable in new surroundings.

Purpose: To help learners get familiar with paperwork they have to fill out when they are first employed, benefits choices they may have to make, and ways to get to know their fellow employees.

Skills stressed: Vocabulary development, filling out forms, making choices.

Materials: Dictionaries and/or electronic translators; sample W-4 and I-9 forms (see appendix); chalk and chalkboard; pencils and pens.

Vocabulary:

| | | |
|---|---|---|
| alien | dependent | refugee |
| allowance | documents | resident |
| anti-discrimination | exemption | spouse |
| attest | federal | taxable |
| authority | itemize | temporary |
| benefits | license | verification |
| certificate | naturalization | withhold |
| claim | passport | worksheet |

Method:

The teacher briefly introduces all that a new employee must accomplish in his or her first few days of work. The learners then break into small groups of three or four and study the vocabulary words. These words can be added to their word banks. (See lesson one).

The first day on the job will probably require the new employee to complete a lot of paper work. One form that must be completed is the W-4 to determine how much money must be withheld to pay taxes. The teacher and the whole class discuss income taxes and write some of the things that they pay for on the chalkboard. This list could include: the military, interstate highways, social security benefits, Medicare and Medicaid, health research, education loans, space exploration, foreign aid, etc.

Then the teacher distributes copies of the Form W-4 (see appendix F) to each of the learners. The terms defined on the top third of the form are reviewed The teacher should stress the note that explains that one cannot claim exemption from withholding if his or her income exceeds $700, includes more than $250 in interest or dividend income, or if

someone else claims him or her as their dependent. Those not exempt must complete the Personal Allowance Worksheet part of the form.

Learners break into small groups and complete the Personal Allowance Worksheet by entering a "1" on all of the lines that apply. Most of the learners will not have to fill out the back of the form. Take the number from "H" on the worksheet and place it in # 5 of the Employee's Withholding Certificate. The Employee's Withholding Certificate can then be completed. The teacher should stress that by signing this document the employee certifies that the information he or she provided is correct. The teacher should also mention that the higher the number in "H" the less money is withheld from their pay.

Another form that all employees including refugees and immigrants must complete is the I-9 Employment Eligibility Verification. To complete this form, the personnel department worker must see and copy one (or two) of the documents that verify that the new employee has a legal right to work in this country. The teacher passes out copies of the I-9 form (see appendix G). The learners look at the back of the form to learn what documents are acceptable to establish employment eligibility. The learners must bring with them and show one document from List A or a document from both List B and List C, in order to begin work. The teacher and class discuss what these documents are, and the learners make sure that they have the appropriate papers and can bring them to their new job. If there are any questions about these forms and how they can be obtained, the learner should contact a representative from INS or a community legal service agency. **WARNING:** the teacher should not attempt to give legal advice or interpret the acceptability of any document.

Other documents, such as election of benefits, emergency contact cards, payroll information sheets, etc. may have to be completed on the new employee's first day. It is important that the learner ask enough questions to be sure that he or she understands how to complete all new employee paperwork correctly. It is the responsibility of the personnel department to make sure that all employees understand what papers they are signing and what the implications of them may be. DO NOT BE AFRAID TO ASK QUESTIONS!

The teacher and the whole group then discuss meeting new people on a job. The learners break into pairs and practice dialogues for a first meeting at work. A format can be used such as:

*OLD EMPLOYEE*: Hi! You're new around here, aren't you?

*NEW EMPLOYEE*: Yes, today is my first day.

*OLD EMPLOYEE*: My name is _____. What's yours?

*NEW EMPLOYEE*: I am _____.

*OLD EMPLOYEE*: I am in the data department. Where will you be working?

*NEW EMPLOYEE*: I am in the sales office.

*OLD EMPLOYEE*: Well, I'll see you around.

*NEW EMPLOYEE*: It was nice meeting you. I'll see you.

Learners practice this or similar dialogue until they are comfortable with both parts. Other dialogues asking simple questions, or greeting bosses, etc. can be designed and practiced.

New employees will want to be friendly and to meet as many people as possible. They should be encouraged to interact with all of their fellow employees and not stay with people from their own country, (if they are in the workplace) even though this may be a more comfortable situation for them. The teacher should stress that it takes time to get to know other people and for other people to get to know and like the new employee. Tell the learners to relax and be themselves, and they will quickly become familiar with the people and tasks of their new work situation.

# APPENDICES

TABLE of CONTENTS

REPRINTED BY PERMISSION

**Refugee Welfare and Immigration Reform Project**
*Institute for Social and Economic Development*
1901 Broadway, Suite 313 • Iowa City IA 52240 • (319) 338-2331 or (800) 888-4733 • Fax: (319) 338-5824

# FACT SHEET

## *Refugees and Temporary Assistance for Needy Families (TANF)*

January 29, 1999

***Note:*** *The primary goal of this fact sheet is to help professionals who work with refugees understand federal TANF policies and state policy options as they apply to refugees. The fact sheet does not include details of each state's TANF program. However, the Refugee Welfare and Immigration Reform Project welcomes inquiries about a particular state's TANF program or other TANF-related issues affecting refugees in your area.*

### Introduction

The 1996 welfare law substantially changed the nature of public assistance.[1] The legislation makes public assistance temporary for most recipients—regardless of their income level—and requires most parents to participate in some form of work activity while receiving TANF assistance. Refugee service providers are in a key position to make refugees aware of the time-limited nature of public assistance, to help them plan how to make the best use of their benefits, and to guide them in developing strategies for achieving self-sufficiency as quickly as possible. For most refugees, this will mean becoming integrated into the American workplace as soon as they can and then seeking advancements in their positions, wages, and benefits.

### What is TANF?

TANF—Temporary Assistance for Needy Families—is the program established by PRWORA,[1] which was enacted on August 22, 1996. The new law ended the federally funded AFDC (Aid to Families with Dependent Children) program and created federal block grants to the states. The states have broad discretion to design and administer their own welfare programs. Through TANF, each state provides cash benefits to certain groups of low-income families with minor children. States determine benefit levels and can set limits on the length of time families can receive TANF assistance. States also may provide supportive services, such as child care and transportation.

### Who can receive TANF assistance?

Refugees[2] can receive TANF assistance *if their family meets all the requirements for eligibility in their state* (such as having limited income and assets) and they are a member of one of the following groups:

---

[1] The law is called the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA).

[2] Asylees (but not asylum applicants), aliens granted withholding of deportation, Cuban and Haitian entrants, and Amerasian immigrants from Vietnam are treated the same as refugees for the purpose of determining federal benefits eligibility.



BEST COPY AVAILABLE

- **Citizens.** Refugees who have become naturalized citizens are eligible for TANF assistance under the same rules as native-born citizens. Citizen children of refugee parents are eligible for TANF assistance.

- **Refugees in the U.S. before August 22, 1996.** As a result of federal- and state-level legislation, almost all refugees in the U.S. at the time the welfare law was enacted are eligible for TANF assistance to the same extent as citizens. PRWORA requires that **all** refugees are eligible for TANF assistance **for their first five years in the country**. Almost all states have chosen to continue this eligibility past the five year period for refugees (and other qualified aliens[3]) who entered the country before August 22, 1996.[4]

- **Refugees arriving in the U.S. after August 22, 1996.** PRWORA requires that **all** refugees are eligible for TANF assistance **for their first five years in the country**. **Most** states have chosen to continue this eligibility past the five year period for refugees (and other qualified aliens) who entered the country after August 22, 1996.[4]

- **Long-term workers and certain of their family members.** Legal permanent residents who have worked or can be credited with 40 quarters of work under the Social Security Act are eligible for TANF assistance to the same extent as citizens. Spouses receive credit for the quarters worked by their husbands/wives; children receive credit for the quarters worked by their parents while the children were under the age of 18 (even if the children are now over the age of 18).[5]

- **Armed Forces active personnel and veterans, and certain of their family members.** Refugees who are currently in the Armed Forces and those who are veterans with honorable discharges who have met minimum active-duty requirements are eligible for TANF assistance to the same extent as citizens. The unmarried dependent children and most spouses of these refugees also can be eligible for TANF assistance if they were admitted to the U.S. as refugees, are legal permanent residents, or are battered aliens.

Determining a non-citizen's eligibility for TANF assistance can be a complex task. You may wish to contact your local welfare office for the most current information about refugee eligibility for TANF assistance in your state. If you are told a particular refugee is not eligible for TANF assistance due to her/his immigration status, you may wish to review your state's TANF legislation and regulations to verify this information.

*Residency requirements.* Some states have placed restrictions on eligibility or benefit level for TANF assistance applicants who have not resided in the state for a certain length of time, such as

---

[3] The following groups of people are qualified aliens: legal permanent residents (including Amerasians from Vietnam), refugees, asylees, those granted parole for more than one year, those granted withholding of deportation, conditional entrants before 1980, Cuban-Haitian entrants, and certain victims of domestic violence.

[4] In some states, refugees who have been in the country longer than 5 years are required to adjust their status to legal permanent resident to remain eligible for TANF assistance.

[5] For qualifying quarters worked after December 31, 1996, to be credited, the refugee and anyone else whose quarters the refugee is claiming cannot have received "federal means-tested public benefits"—which include TANF assistance, Aid to Families with Dependent Children (AFDC), Supplemental Security Income (SSI), Food Stamps, Medicaid, and Children's Health Insurance Program (CHIP) benefits—during the quarter.


BEST COPY AVAILABLE

thirty days or twelve months. Some of these residency requirements have been declared unconstitutional by courts and are not in effect. Contact your local welfare office for information on residency requirements in your state.

## Is there a limit on the length of time a family can receive TANF assistance?

Nearly all states have set limits on the length of time a family can receive TANF assistance. States may use federal funds to provide TANF assistance for a family that includes an adult up to a lifetime limit of 60 months. States can use federal funds beyond 60 months for up to 20 percent of a state's TANF caseload. The federal law imposes no time limits on assistance provided with state funds. About 30 states have set a lifetime limit of 60 months. Some states have set lifetime limits shorter than 60 months. One state does not have a time limit; another state requires work rather than reducing or terminating assistance once the time limit is reached. In both of these states, parents must meet program (including work) requirements to continue receiving TANF assistance.

States have differing policies on when a family can be exempt from time limits and when benefits can be extended when a time limit is reached. In some states, for example, families are exempt from time limits if the adult is incapacitated or caring for a disabled family member. In some states, families may be exempted from the lifetime limit or have their benefits extended upon reaching the lifetime limit if the family includes an individual who has been subject to domestic violence.

In general, states do not apply time limits to "child only" cases. (For example, these could be families in which a child lives with parents who are ineligible. They could also be families in which a child lives with adults, usually relatives, who are not the parents of the child and the adults do not receive assistance themselves.) In a handful of states, the family may continue to receive benefits *for the child* once the adult's time limit has been reached. In determining whether an adult has reached the time limit, states do not generally count months when the adult received TANF assistance as a minor child.

## Requirements for continuing to receive TANF assistance

States have established requirements that recipients must meet to continue to receive TANF assistance. All states include the following types of requirements in their TANF plans. Your state may have adopted additional requirements. Contact your local welfare office for information about the specifics of your state's plan.

**Work-related activities.** States must assure that recipients are involved in some form of work-related activity. However, the work requirement might not take effect immediately, and some recipients may be exempted from this work requirement.

**Child support.** Individuals must cooperate with the state in obtaining child support payments unless they have received a "good cause" exemption.

**Teen parents.** Parents under the age of 18 must live with their parents, guardians, or other adult relatives, or in other supervised living arrangements unless their current living situation is found to


BEST COPY AVAILABLE

be appropriate. They must also pursue a high school diploma or its equivalent or participate in an alternative educational or training program that has been approved by their state.

## How can I obtain more information about eligibility for TANF assistance?

For more information about eligibility for TANF assistance, you may contact your local welfare office or the Refugee Welfare and Immigration Reform Project (the address and telephone number are on the front of this Fact Sheet).

***Sources:***

**Center for Law and Social Policy**: *A Detailed Summary of Key Provisions of the Temporary Assistance for Needy Families Block Grant of H.R. 3734: The Personal Responsibility and Work Opportunity Reconciliation Act of 1996*, Mark Greenberg and Steve Savner, 8-13-96. *Limits on Limits: State and Federal Policies on Welfare Time Limits*, Mark Greenberg, Steve Savner and Rebecca Swartz, 1996.

**Welfare Policy Center, Hudson Institute**: *Chart of Time Limits Based on TANF Programs. Time Limits*, Peggy Flaherty Haering, December 1996.

**Immigrant Policy Project at the National Conference of State Legislatures**: *Welfare Reform: State Trends*, 10-21-97. *Welfare Reform: Temporary Assistance for Needy Families*, 3-18-98.

**National Governors' Association**: *Summary of Selected Elements of State Plans for TANF*, 11-20-97.

***Notes:***

We encourage you to copy and disseminate this Fact Sheet. We ask only that you acknowledge ISED's Refugee Welfare and Immigration Reform Project.

For additional information about the Project, visit our web site (***www.ised.org***), e-mail us at ***RWIRP@ISED.ORG***, or contact us at the address and telephone number on the front of the Fact Sheet.

To the best of our knowledge, information contained in the Fact Sheet was accurate on January 29, 1999. Eligibility requirements for TANF assistance may have changed between then and the date on which you are reading the Fact Sheet. *If you are aware of inaccuracies in this Fact Sheet*, please contact the Refugee Welfare and Immigration Reform Project with information that will help us update the material.

This document was developed with funding from the Office of Refugee Resettlement of the U.S. Department of Health and Human Services (DHHS). The views expressed are those of ISED and may not reflect those of DHHS.

Also available from this project: *Fact Sheet: Refugee Eligibility for Supplemental Security Income (SSI)* and *Fact Sheet: Refugee Eligibility for Food Stamps.*

***Acknowledgments***: ISED thanks the following individuals and groups for their assistance in developing this fact sheet: Nhu Hao Duong; Office of Refugee Resettlement and Office of Family Assistance, U.S. Department of Health and Human Services; Mark Greenberg, Center for Law and Social Policy; Kelly Carmody and Liz Schott, Center on Budget and Policy Priorities; Ann Morse and Jeremy Meadows, Immigrant Policy Project at the National Conference of State Legislatures; Tim Shedd and Kathryn Hunt, AL Department of Human Resources; Betty Hodson, AR Department of Human Services; Ed Silverman, IL Refugee Resettlement Program; Tim Gordon, MN Refugee and Immigrant Services; Catherine Ryan, NY Bureau of Refugee and Immigration Affairs; Phane Phomsavanh, SC Department of Social Services.



BEST COPY AVAILABLE

## APPLICATION FOR BENEFITS

**COMMONWEALTH OF PENNSYLVANIA**
**DEPARTMENT OF PUBLIC WELFARE**

- Please read the entire application form.
- Print the requested information in the unshaded sections.
- If you need help, another person can help you or you can get help from your county assistance office.
- We will accept your application during normal business hours.

You may apply for cash, medical assistance and/or food stamps using this form. If we deny your application for cash and/or medical benefits, or stop your cash and/or medical benefits, you will not have to file a new application to receive or continue to receive food stamps.

We will start your application if you complete your name, address and signature. However, you need to answer all the questions on this form before we can determine if you are eligible for benefits.

After you fill out the form, sign and date it, then bring it, have someone else bring it, or mail it to the county assistance office. If you return your application by mail, you will receive further instructions on how to complete the application process. We will tell you if you need a face to face interview. You will need to prove your identity. If you need help to prove any information, ask the county assistance office for help.

We will tell you if you are eligible within 30 days of receiving your application. Food stamp eligibility starts from the day we receive your application. If you are applying for cash assistance, and you are eligible, your benefits will begin on the date we receive all the information we requested from you. However, if you need an interview and do not appear for the interview or contact us within 30 days of the date we receive your application, your application will be denied.

If you are applying for cash assistance, you and the caseworker who interviews you will complete an Agreement of Mutual Responsibility. This agreement stresses the temporary nature of cash assistance and explains the steps you must take to support yourself and your family without welfare.

Applications for medical assistance may be submitted by medical assistance providers or other agencies chosen by our department.

We keep information you give confidential and use it only to administer the programs you apply for and/or may be eligible for, such as the School Lunch Program.

**PLEASE READ REVERSE SIDE OF THIS PAGE**





BEST COPY AVAILABLE

PLEASE READ AND REMOVE THIS PAGE BEFORE COMPLETING APPLICATION

# FOOD STAMPS NOW!

- DOES YOUR HOUSEHOLD HAVE $100 OR LESS IN AVAILABLE CASH AND BANK ACCOUNTS AND EXPECT TO RECEIVE LESS THAN $150 IN INCOME THIS MONTH?
- ARE YOU A MIGRANT OR SEASONAL FARM WORKER?
- ARE YOUR MONTHLY GROSS INCOME AND CASH ON HAND LESS THAN YOUR RENT/MORTGAGE AND UTILITY COSTS FOR THIS MONTH?

IF THE ANSWER TO **ANY** OF THESE QUESTIONS IS **YES**, YOU MAY HAVE A RIGHT TO **EXPEDITED FOOD STAMPS.** This means you can get Food Stamps within 5 days. Ask for more information by contacting the local County Assistance Office.

**FILE YOUR FOOD STAMP APPLICATION TODAY!** It is **YOUR RIGHT** to file an application today at **ANY TIME** before 5 p.m. The person at the County Assistance Office should date-stamp your application while you watch.

If you are denied expedited food stamps, you have the right to an agency conference within two working days with a supervisor at the County Assistance Office.

If you feel you are being denied your rights or services, or if the County Assistance Office does not take your application when you hand it in, and date-stamp it while you watch, ask to talk with a supervisor or call the HELPLINE toll free at **1-800-692-7462.**

**YOU CAN GET FREE LEGAL HELP AT THE LOCAL LEGAL SERVICES OFFICE.**



*This is an equal opportunity program. If you believe you have been discriminated against because of*

## CHECK WHICH BENEFITS YOU WANT TO RECEIVE

☐ CASH ASSISTANCE ☐ FOOD STAMPS ☐ MEDICAL ASSISTANCE

☐ OTHER _____

☐ YES ☐ NO IF YOU ARE NOT ELIGIBLE FOR MEDICAL ASSISTANCE DO YOU WANT A REFERRAL TO THE CHILDRENS HEALTH INSURANCE PROGRAM?

☐ YES ☐ NO DO YOU WANT AN INTERPRETER? WHAT LANGUAGE?

☐ YES ☐ NO DO YOU NEED YOUR NOTICES IN SPANISH?
¿NECESITA SUS AVISOS EN ESPAÑOL?

☐ YES ☐ NO ARE YOU A MIGRANT OR SEASONAL FARM WORKER?

☐ YES ☐ NO ARE YOU HOMELESS OR WITHOUT A PERMANENT HOME?

☐ YES ☐ NO HAVE YOU EVER BEEN DISQUALIFIED OR AGREED TO BE DISQUALIFIED FOR FOOD STAMPS OR CASH ASSISTANCE IN ANOTHER STATE?

☐ YES ☐ NO IF YOU ARE APPLYING FOR FOOD STAMPS AND ARE ELDERLY, DISABLED OR HOMELESS, DO YOU WANT TO USE YOUR FOOD STAMPS TO PURCHASE MEALS IN RESTAURANTS?

IF YOU HAVE A WELFARE CASE NUMBER IN PENNSYLVANIA - WRITE IT HERE

## OTHER PROGRAMS

CHECK ANY YOU ARE INTERESTED IN:

- ☐ HOUSING ASSISTANCE
- ☐ FOOD BANKS
- ☐ IMMUNIZATIONS (Shots)
- ☐ FAMILY PLANNING/ BIRTH CONTROL
- ☐ ENERGY ASSISTANCE
- ☐ WOMEN, INFANTS AND CHILDREN (WIC) NUTRITION PROGRAM
- ☐ WELL BABY CLINIC
- ☐ HEAD START (Kids Age 3 thru 6)
- ☐ CHILD SUPPORT SERVICES
- ☐ CHILD CARE
- ☐ FREE OR REDUCED COST SCHOOL MEALS
- ☐ SUPPLEMENTAL SECURITY INCOME (SSI)

## PROVIDER USE ONLY

PROVIDER NAME

PATIENT

NON-APPLICABLE

| LAST NAME | FIRST NAME | MIDDLE INITIAL | SOCIAL SECURITY NUMBER |
|---|---|---|---|
| | | | |

ADDRESS — HOW LONG AT THIS ADDRESS: YEARS / MONTHS

CITY — STATE — ZIP CODE — PLUS 4

TELEPHONE NUMBER — SCHOOL DISTRICT — TOWNSHIP

PREVIOUS ADDRESS (Street, City, State)

☐ YES ☐ NO HAVE YOU LIVED IN PENNSYLVANIA FOR THE LAST 12 MONTHS?
IF NO, HOW MANY MONTHS HAVE YOU LIVED IN PENNSYLVANIA? → MONTHS
IF LESS THAN 2 MONTHS, WHEN DID YOU MOVE TO PA? MO / DAY / YR

☐ YES ☐ NO HAVE YOU EVER APPLIED FOR OR RECEIVED BENEFITS IN ANOTHER STATE? IF YES → STATE / COUNTY / RECORD # / DATE RECEIVED FROM TO

☐ YES ☐ NO HAVE YOU EVER APPLIED FOR BENEFITS USING A DIFFERENT NAME OR SOCIAL SECURITY NUMBER?

SIGNATURE OF APPLICANT OR REPRESENTATIVE

▶X _____ DATE

BEST COPY AVAILABLE

## COUNTY ASSISTANCE OFFICE USE

MAIL / WALK-IN

COUNTY / DISTRICT / CASE ID / PREFIX NUMBER / SUFFIX

WORKER ID / CASE ID / PREFIX NUMBER / SUFFIX

NAME

PD BANK / CASH / FD BANK / PA / APPLICATION

| | AUTHORIZED | NOT AUTHORIZED |
|---|---|---|
| PA | | |
| FS | | |
| MA | | |
| CODES | | |

## COMPLETE THIS PAGE FOR YOURSELF AND EVERYONE WHO LIVES WITH YOU, EVEN IF THEY ARE NOT APPLYING.

PLEASE STATE WHY YOU ARE APPLYING: _____

Name any person who lives with you but is temporarily staying somewhere else.
If you are applying for this person, also list the person below.

**PLEASE PRINT ALL INFORMATION**

| PRINT YOUR NAME FIRST | | MIDDLE INITIAL | JR / SR / II | ARE YOU APPLYING FOR THIS PERSON? | ALIAS MAIDEN NAME FORMER MARRIED NAME | BIRTHDATE MO DAY YR | AGE | SEX M/F | SOCIAL SECURITY NUMBER | HOW IS THIS PERSON RELATED TO YOU? |
|---|---|---|---|---|---|---|---|---|---|---|
| LAST NAME | FIRST NAME | | | | | | | | | |
| | | | | ☐ YES ☐ NO | | | | | | SELF |
| | | | | ☐ YES ☐ NO | | | | | | |
| | | | | ☐ YES ☐ NO | | | | | | |
| | | | | ☐ YES ☐ NO | | | | | | |
| | | | | ☐ YES ☐ NO | | | | | | |
| | | | | ☐ YES ☐ NO | | | | | | |
| | | | | ☐ YES ☐ NO | | | | | | |
| | | | | ☐ YES ☐ NO | | | | | | |
| | | | | ☐ YES ☐ NO | | | | | | |
| | | | | ☐ YES ☐ NO | | | | | | |

BEST COPY AVAILABLE

## ANSWER ALL YES AND NO QUESTIONS - FOR YES ANSWERS, COMPLETE THE UNSHADED BLOCKS

**RFUG**

☒ YES ☐ NO **Is there anyone who is not a United States citizen?**

| NAME OF PERSON WHO IS NOT A CITIZEN | DATE ENTERED THE US (MONTH DAY YEAR) | FROM WHAT COUNTRY | ALIEN REGISTRATION NUMBER | INS SECTION |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

☒ YES ☐ NO **Does anyone listed above have a sponsor?**

| SPONSOR NAME (Last, First, Middle) | ORGANIZATION NAME | SPONSOR OR ORGANIZATION ADDRESS (Street, City, State, Zip Code) | |
|---|---|---|---|
| | | | |
| SPONSOR'S INCOME / RESOURCES ▶ | TYPE / SOURCE | HOW MUCH | HOW OFTEN |
| | | | |

**SCH**

☐ YES ☐ NO **Is anyone who is age 16 or older a student in high school, college, training, or vocational school?**

| NAME | NAME OF SCHOOL | TYPE OF SCHOOL | PART TIME OR FULL TIME ✓ | EXPECTED GRAD. DATE (MONTH DAY YEAR) |
|---|---|---|---|---|
| | | | ☐ PART TIME ☐ FULL TIME | |
| | | | ☐ PART TIME ☐ FULL TIME | |
| | | | ☐ PART TIME ☐ FULL TIME | |

**VET / SVI**

**List anyone who is a veteran or who is active in the military, national guard, or reserves.**

| NAME | SOCIAL SECURITY NUMBER | BRANCH OF SERVICE | DATE ENTERED (MONTH DAY YEAR) | DATE LEFT (MONTH DAY YEAR) | VETERAN CLAIM # |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

☐ YES ☐ NO **Is anyone a widow, parent, spouse, or minor child of a veteran?**

| NAME | NAME OF VETERAN | BRANCH OF SERVICE | DATE ENTERED (MONTH DAY YEAR) | DATE LEFT (MONTH DAY YEAR) | VETERAN CLAIM # |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

**DIS / INC**

☐ YES ☐ NO **Is anyone disabled, blind, seriously ill, or in need of special medical care to help overcome a drug or alcohol problem?**

☐ YES ☐ NO **Is anyone receiving treatment for a drug or alcohol problem?**

☐ YES ☐ NO **Is anyone receiving protective services because of domestic violence?**

☐ YES ☐ NO **Has anyone applied for Social Security or SSI (Supplemental Security Income)?**

☐ YES ☐ NO **Does a parent have a physical or mental disability, illness or impairment which affects his or her ability to support or care for his or her child?**

| NAME | CRIBE THE DISABILITY | DATE D (MONTH | TY BEGAN (DAY / YEAR |
|---|---|---|---|
| | | | |

75

BEST COPY AVAILABLE

IF YOU ARE APPLYING FOR ONLY FOOD STAMPS, SKIP PAGES 6 AND 7

## USE THIS PAGE FOR PARENTS AND/OR A SPOUSE NOT LIVING IN YOUR HOUSEHOLD.

ABS REL

YES ☐ NO ☐ Does any unmarried child under 21 have a mother or father who is not living with you or who is deceased?

YES ☐ NO ☐ Does anyone have a husband or wife who is not living with you or who is deceased?

If you answered yes to either or both questions, give the following information for each relative. Complete a separate section for each relative

**1**

| NAME OF RELATIVE (Last, First, Middle) | ✓ IF DECEASED | SEX | RACE | BIRTHDATE (MO/DAY/YR) | SOCIAL SECURITY # | HOW THIS PERSON IS RELATED TO YOU |
|---|---|---|---|---|---|---|
| | | ☐ MALE ☐ FEMALE | | | | |

| ADDRESS (Street, City, State) | ZIP CODE | PHONE NUMBER |
|---|---|---|
| | | |

| NAME OF RELATIVE'S EMPLOYER (Current or most recent) | EMPLOYER'S ADDRESS (Street, City, State) | ZIP CODE | PHONE NUMBER |
|---|---|---|---|
| | | | |

| NAMES FROM PAGE 2 THAT THIS PERSON IS RESPONSIBLE FOR | IF THE RELATIVE HAS MEDICAL INSURANCE FOR THESE DEPENDENTS, COMPLETE THE POLICY # AND COMPANY | |
|---|---|---|
| | POLICY NUMBER ▶ | NAME OF INSURANCE COMPANY ▶ |

IF THIS RELATIVE PAYS SUPPORT OR IF HE OR SHE SHOULD BE PAYING SUPPORT - COMPLETE THE FOLLOWING:

| | HOW MUCH | HOW OFTEN | LAST DATE PAID (MO/DAY/YR) | PAID TO WHOM |
|---|---|---|---|---|
| FOR VOLUNTARY SUPPORT ▶ | $ | | | |

| | COURT ORDER # | AMOUNT | HOW OFTEN IT IS PAID | DATE OF ORDER (MO/DAY/YR) | WHAT ARE THE SPECIAL TERMS IF ANY | COURT NAME |
|---|---|---|---|---|---|---|
| FOR COURT ORDERED SUPPORT ▶ | | $ | | | | |

**2**

| NAME OF RELATIVE (Last, First, Middle) | ✓ IF DECEASED | SEX | RACE | BIRTHDATE (MO/DAY/YR) | SOCIAL SECURITY # | HOW THIS PERSON IS RELATED TO YOU |
|---|---|---|---|---|---|---|
| | | ☐ MALE ☐ FEMALE | | | | |

| ADDRESS (Street, City, State) | ZIP CODE | PHONE NUMBER |
|---|---|---|
| | | |

| NAME OF RELATIVE'S EMPLOYER (Current or most recent) | EMPLOYER'S ADDRESS (Street, City, State) | ZIP CODE | PHONE NUMBER |
|---|---|---|---|
| | | | |

| NAMES FROM PAGE 2 THAT THIS PERSON IS RESPONSIBLE FOR | IF THE RELATIVE HAS MEDICAL INSURANCE FOR THESE DEPENDENTS, COMPLETE THE POLICY # AND COMPANY | |
|---|---|---|
| | POLICY NUMBER ▶ | NAME OF INSURANCE COMPANY ▶ |

IF THIS RELATIVE PAYS SUPPORT OR IF HE OR SHE SHOULD BE PAYING SUPPORT - COMPLETE THE FOLLOWING:

| | HOW MUCH | HOW OFTEN | LAST DATE PAID (MO/DAY/YR) | PAID TO WHOM |
|---|---|---|---|---|
| FOR VOLUNTARY SUPPORT ▶ | $ | | | |

| | COURT ORDER # | AMOUNT | HOW OFTEN IT IS PAID | DATE OF ORDER (MO/DAY/YR) | WHAT ARE THE SPECIAL TERMS IF ANY | COURT NAME |
|---|---|---|---|---|---|---|
| FOR COURT ORDERED SUPPORT ▶ | | $ | | | | |

ENTER INFORMATION FOR ADDITIONAL PARENTS AND/OR A SPOUSE NOT LIVING IN YOUR HOUSEHOLD ON THE NEXT PAGE



BEST COPY AVAILABLE

## USE THIS PAGE FOR ADDITIONAL PARENTS OR A SPOUSE NOT LIVING IN YOUR HOUSEHOLD.

**3**

| NAME OF RELATIVE (Last, First, Middle) | ✓ IF DECEASED | SEX | RACE | BIRTHDATE (MO/DAY/YR) | SOCIAL SECURITY # | HOW THIS PERSON IS RELATED TO YOU |
|---|---|---|---|---|---|---|
| | | ☐ MALE ☐ FEMALE | | | | |

| ADDRESS (Street, City, State) | ZIP CODE | PHONE NUMBER |
|---|---|---|
| | | |

| NAME OF RELATIVE'S EMPLOYER (Current or most recent) | EMPLOYER'S ADDRESS (Street, City, State) | ZIP CODE | PHONE NUMBER |
|---|---|---|---|
| | | | |

| NAMES FROM PAGE 2 THAT THIS PERSON IS RESPONSIBLE FOR | IF THE RELATIVE HAS MEDICAL INSURANCE FOR THESE DEPENDENTS, COMPLETE THE POLICY # AND COMPANY | |
|---|---|---|
| | POLICY NUMBER | NAME OF INSURANCE COMPANY |

IF THIS RELATIVE PAYS SUPPORT OR IF HE OR SHE SHOULD BE PAYING SUPPORT - COMPLETE THE FOLLOWING:

| | HOW MUCH | HOW OFTEN | LAST DATE PAID (MO/DAY/YR) | PAID TO WHOM |
|---|---|---|---|---|
| FOR VOLUNTARY SUPPORT | $ | | | |

| | COURT ORDER # | AMOUNT | HOW OFTEN IT IS PAID | DATE OF ORDER (MO/DAY/YR) | WHAT ARE THE SPECIAL TERMS-IF ANY | COURT NAME |
|---|---|---|---|---|---|---|
| FOR COURT ORDERED SUPPORT | | $ | | | | |

**4**

| NAME OF RELATIVE (Last, First, Middle) | ✓ IF DECEASED | SEX | RACE | BIRTHDATE (MO/DAY/YR) | SOCIAL SECURITY # | HOW THIS PERSON IS RELATED TO YOU |
|---|---|---|---|---|---|---|
| | | ☐ MALE ☐ FEMALE | | | | |

| ADDRESS (Street, City, State) | ZIP CODE | PHONE NUMBER |
|---|---|---|
| | | |

| NAME OF RELATIVE'S EMPLOYER (Current or most recent) | EMPLOYER'S ADDRESS (Street, City, State) | ZIP CODE | PHONE NUMBER |
|---|---|---|---|
| | | | |

| NAMES FROM PAGE 2 THAT THIS PERSON IS RESPONSIBLE FOR | IF THE RELATIVE HAS MEDICAL INSURANCE FOR THESE DEPENDENTS, COMPLETE THE POLICY # AND COMPANY | |
|---|---|---|
| | POLICY NUMBER | NAME OF INSURANCE COMPANY |

IF THIS RELATIVE PAYS SUPPORT OR IF HE OR SHE SHOULD BE PAYING SUPPORT - COMPLETE THE FOLLOWING:

| | HOW MUCH | HOW OFTEN | LAST DATE PAID (MO/DAY/YR) | PAID TO WHOM |
|---|---|---|---|---|
| FOR VOLUNTARY SUPPORT | $ | | | |

| | COURT ORDER # | AMOUNT | HOW OFTEN IT IS PAID | DATE OF ORDER (MO/DAY/YR) | IAL TERMS-IF ANY | COURT NAME |
|---|---|---|---|---|---|---|
| FOR COURT ORDERED SUPPORT | | $ | | | | |

IF YOU HAVE MORE RELATIVES TO LIS ASK THE RECEPTIONIST FOR AN EXTRA PAGE

**ANSWER ALL YES AND NO QUESTIONS - FOR YES ANSWERS, COMPLETE THE UNSHADED BLOCKS**

## WRK HST

☐ YES ☐ NO 1. Are you or anyone else in your household currently employed?
☐ YES ☐ NO 2. Did you or anyone else in your household have a reduction in the number of hours of work to less than 30 hours per week?
☐ YES ☐ NO 3. Have you or anyone else in your household been employed in the last five years?

▶ If "yes" complete the unshaded blocks

| NAME | HIGHEST SCHOOL GRADE COMPLETED | EMPLOYER'S NAME | EMPLOYER'S ADDRESS (Street, City, State, Zip) | PHONE | START DATE MO / DAY / YR | END DATE MO / DAY / YR | # OF HOURS WORKED PER WEEK |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

☐ YES ☐ NO Is anyone on strike? If yes, who? ▶ When did the strike start? ▶ MO DAY YR

## HIPP

☐ YES ☐ NO If you or anyone else in your household is employed, is medical insurance available for you or anyone in your family?
☐ YES ☐ NO Did you (or someone in the family) lose a job within the past 30 days where you had medical insurance?
☐ YES ☐ NO Is there someone in your family who is pregnant or seriously ill?

| NAME | ILLNESS | PREGNANCY DUE DATE |
|---|---|---|
| | | |
| | | |

**WHERE DOES YOUR FAMILY RECEIVE HEALTH CARE** ▶ NAME OF DOCTOR OR CLINIC | ADDRESS

## MISC

Does anyone have any of the following resources?

☐ YES ☐ NO Cash-on-hand (01)
☐ YES ☐ NO Savings Account (02)
☐ YES ☐ NO Checking Account (03)
☐ YES ☐ NO Certificate of Deposit (26)
☐ YES ☐ NO Savings Certificate (26)
☐ YES ☐ NO U.S. Savings Bonds (05)
☐ YES ☐ NO Christmas or Vacation Club (04)
☐ YES ☐ NO Stocks or Bonds (05)
☐ YES ☐ NO Trust Fund (06)
☐ YES ☐ NO Boat / Snowmobile / Camper (14)
☐ YES ☐ NO Individual Development Account (Educational Savings Account) (16)
☐ YES ☐ NO IRA, KEOGH or other retirement plan (27)
☐ YES ☐ NO Other (99)

| NAME OF OWNER | TYPE / ACCOUNT # / LOCATION OF THE RESOURCE | CURRENT VALUE | NAME OF OWNER | TYPE / ACCOUNT # / LOCATION OF THE RESOURCE | CURRENT VALUE |
|---|---|---|---|---|---|
| | | $ | | | $ |
| | | $ | | | $ |
| | | $ | | | $ |

☐ YES ☐ NO Is anyone expecting money or any type of resource such as an accident settlement, inheritance, trust fund or other resource?

If yes, type of property ▶ Value ▶ When to be received, date ▶

☐ YES ☐ NO Has anyone sold, transferred, or given away a home, land, or personal property or other resources in the past 36 months?

If yes, describe the type of resource ▶ Value ▶ Date

## ANSWER ALL YES AND NO QUESTIONS - FOR YES ANSWERS, COMPLETE THE UNSHADED BLOCKS

**MV**

☒ YES ☐ NO Does anyone own or is anyone buying a car, truck, motorcycle? If you have a recreational vehicle such as a camper, boat or motor home, list it as a MISC. RESOURCE on page 8.

| NAME(S) OF OWNER | YEAR | MAKE | MODEL | LICENSED | LICENSE PLATE NUMBER | AMT OWED | MONTHLY CAR PAYMENT | INSURANCE POLICY # |
|---|---|---|---|---|---|---|---|---|
| | | | | ☐ YES ☐ NO | | | | |
| | | | | ☐ YES ☐ NO | | | | |
| | | | | ☐ YES ☐ NO | | | | |
| | | | | ☐ YES ☐ NO | | | | |
| | | | | ☐ YES ☐ NO | | | | |
| | | | | ☐ YES ☐ NO | | | | |

**INS**

☐ YES ☐ NO Does anyone have a life insurance policy? (SKIP THIS BLOCK IF YOU ARE APPLYING FOR FOOD STAMPS ONLY)

| POLICY OWNER | NAME OF INSURANCE COMPANY / POLICY NUMBER | FACE VALUE | CASH VALUE | WHO IS COVERED |
|---|---|---|---|---|
| | | | $ | |
| | | | $ | |
| | | | $ | |
| | | | $ | |

☒ YES ☐ NO Is anyone covered by an accident policy? (Do not list medical or car insurance here)

**BRL**

☐ YES ☐ NO Does anyone own a burial space or plot?

| OWNER OF SPACES | NUMBER OF SPACES | VALUE | AMOUNT OWED | NAME OF CEMETERY |
|---|---|---|---|---|
| | | $ | $ | |
| | | $ | $ | |

☐ YES ☐ NO Does anyone have a burial or trust agreement with a bank or funeral home?

| OWNER OF AGREEMENT | BANK / FUNERAL HOME NAME | BANK / FUNERAL HOME ADDRESS (Street, City, State, Zip) |
|---|---|---|
| 83 | | 84 |
| | | |

BEST COPY AVAILABLE

## ANSWER ALL YES AND NO QUESTIONS - FOR YES ANSWERS, COMPLETE THE UNSHADED BLOCKS

PROP

YES ☐ NO ☐ Does anyone own or is anyone buying a home, land, or nonresident property?

YES ☐ NO ☐ Does anyone listed as an absent relative on page 6 or 7 own a home, land, or non-resident property?

| NAME | DATE PURCHASED (MONTH DAY YEAR) | MARKET VALUE | NAMES ON DEED / AGREEMENT |
|---|---|---|---|
| | | $ | |
| PROPERTY ADDRESS (Street, Township, City, State, Zip) | | | |
| | | | |
| NAME | DATE PURCHASED (MONTH DAY YEAR) | MARKET VALUE | NAMES ON DEED / AGREEMENT |
| | | $ | |
| PROPERTY ADDRESS (Street, Township, City, State, Zip) | | | |
| | | | |

MOBL HOME

YES ☐ NO ☐ Does anyone own or is anyone buying a mobile home? Complete the above section if you also own or are buying the land for the mobile home.

| NAME | YEAR | MAKE | DATE PURCHASED (MONTH DAY YEAR) |
|---|---|---|---|
| | | | |
| NAMES ON THE TITLE | PROPERTY ADDRESS (Street, Township, City, State, Zip) | | |
| | | | |

MED EXP

List any UNPAID medical bills.

| NAME OF PERSON WITH BILL | FREQUENCY | AMOUNT TO BE PAID | WHO PROVIDED SERVICE | TYPE OF BILL (Dr., Hospital, Prescriptions, etc.) | DATE OF SERVICE (MONTH DAY YEAR) |
|---|---|---|---|---|---|
| | | $ | | | |
| | | $ | | | |
| | | $ | | | |

List any medical bills PAID in the last three months prior to the month of application and/or any PAID in the month of application.

| NAME OF PERSON WHO PAID BILL | FREQUENCY | AMOUNT | WHO PROVIDED SERVICE | TYPE OF BILL (Dr., Hospital, Prescriptions, etc.) | DATE PAID (MONTH DAY YEAR) |
|---|---|---|---|---|---|
| | | $ | | | |
| | | $ | | | |
| | | $ | | | |
| | | $ | | | |

85



BEST COPY AVAILABLE

## ANSWER ALL YES AND NO QUESTIONS - FOR YES ANSWERS, COMPLETE THE UNSHADED BLOCKS

### SHEL

☐ YES ☐ NO Do you pay for heat or cooling?

☐ YES ☐ NO Are you billed separately for your heating or cooling?

☐ YES ☐ NO Did you get Energy Assistance (LIHEAP) since October 1st?

☐ YES ☐ NO Do you have utility costs other than heating, cooling, or phone?

☐ YES ☐ NO Are your meals included in your rent?

☐ YES ☐ NO Do you live in subsidized housing?

☐ YES ☐ NO Do you share expenses?

If yes, with whom?

What expenses are shared (rent/utilities or both)

How much is contributed?

### LIST YOUR HOUSEHOLD EXPENSES

| EXPENSE | HOW MUCH | HOW OFTEN | EXPENSES | HOW MUCH | HOW OFTEN | EXPENSES | HOW MUCH | HOW OFTEN |
|---|---|---|---|---|---|---|---|---|
| RENT OR MORTGAGE | $ | | TELEPHONE | $ | | WATER | $ | |
| PROPERTY TAXES (City, County, School) | $ | | ELECTRIC | $ | | SEWERAGE | $ | |
| HOMEOWNER'S PROPERTY INSURANCE | $ | | GAS | $ | | GARBAGE | $ | |
| OTHER SUCH AS LOT RENT, CONDO FEES KEROSENE, ETC | $ | | OIL/COAL/WOOD | $ | | UTILITY INSTALLATION | $ | |

☐ Yes ☐ No Is there anyone outside your household who pays any expenses? If so what? How much? $ To whom?

### INCOME

☐ YES ☐ NO DOES ANYONE HAVE ANY INCOME? If yes, list any income you have already received this month or expect to receive this month.

*Income includes, but is not limited to:*

WAGES, SELF EMPLOYMENT, BABYSITTING, ROOM AND BOARD, RENT, SOCIAL SECURITY, SSI, SUPPORT, SICK BENEFITS, UNEMPLOYMENT OR WORKERS' COMPENSATION, MONEY FOR COLLEGE OR TRAINING, DIVIDENDS OR INTEREST, PENSIONS, COMMISSIONS, UNION PAY

| NAME | TYPE / SOURCE OF INCOME | HOW MUCH | HOW OFTEN | DATE RECEIVED |
|---|---|---|---|---|
| | | $ | | |
| | | $ | | |
| | | $ | | |



BEST COPY AVAILABLE

**List benefits anyone has applied for but has not received such as Unemployment Compensation, Worker's Compensations, Social Security, or SSI.**

| NAME | TYPE / SOURCE OF INCOME | DATE APPLIED MONTH DAY YEAR | HOW MUCH | WHEN YOU EXPECT IT |
|---|---|---|---|---|
| | | / / | $ | |
| | | / / | $ | |

**For anyone who has care of a child or a disabled adult, list the expenses to be able to work, look for work, or go to school or training.**

| NAME OF PERSON WHO NEEDS CARE | NAME OF CAREGIVER | HOW MUCH | HOW OFTEN |
|---|---|---|---|
| | | $ | |
| | | $ | |

**List information about child support which you or another household member pays to a person who does not live with you.**

| NAME OF PERSON WHO PAYS | NAME OF CHILD | AMOUNT OF SUPPORT ORDER | AMOUNT ACTUALLY PAID | HOW OFTEN |
|---|---|---|---|---|
| | | $ | $ | |
| | | $ | $ | |

**List the expenses anyone has in order to receive income, such as transportation or legal fees.**

| NAME | ROUND TRIP MILES TO WORK | OTHER TRANSPORTATION COSTS | LEGAL FEES |
|---|---|---|---|
| | | | |
| | | | |

BEST COPY AVAILABLE

**COUNTY OFFICE USE ONLY**

BEST COPY AVAILABLE

## CLIENT RIGHTS

**RIGHT TO NON-DISCRIMINATION** – [illegible] discriminate on the basis of [illegible] race, sex, religion, age, sexual preference, life-style, union membership, political belief, or status. If you feel you have been discriminated against by the Department, you may file a verbal or written complaint with the Department or [illegible] to the appropriate federal or state agency.

**RIGHT TO APPEAL** – You have the right to ask for a Departmental hearing to appeal a decision of or failure to act which affects your benefits or that you feel is unfair or incorrect. You may file the appeal in person at the county assistance office. At the appeal hearing, you may represent yourself or someone else, such as a lawyer [illegible]

**RIGHT TO AN AGENCY CONFERENCE** – If you appeal, you may have an agency conference before the hearing. If you request it, the Department decides that you are not eligible for expedited food stamp service, you may have an agency conference with a supervisor within 2 work days.

**RIGHT TO A WRITTEN NOTICE** – We will give you a written notice explaining your benefits. If we deny, reduce, suspend, or stop benefits, we will explain the reason on the notice. You have 30 days (90 days for food stamps) from the date of the notice to ask for a hearing if you disagree with the action taken and/or the reasons given.

**CHILD CARE PROVIDER INFORMATION** – You have the right to request a child abuse and criminal background clearance from your child care provider.

**RIGHT TO CONFIDENTIALITY** – We keep information you give confidential and use it only to administer the programs you apply for and/or may be receiving benefits such as the Aid to Families with Dependent Children program. Any person knowingly violating the rules and regulations of the Department made in accordance with this article shall be guilty of a misdemeanor and, upon conviction thereof, shall be sentenced to pay a fine not exceeding one hundred dollars ($100) or to undergo imprisonment, not exceeding six months, or both (62 Pa. Section 403).

The CAO may request, must provide [illegible] name, address and [illegible] with the address, Social Security number, and photograph (if available) of an individual who is fleeing to avoid prosecution, custody, or confinement for a felony or violating probation or parole.

**RIGHT TO CLAIM GOOD CAUSE** – The law requires you to cooperate in establishing paternity for any child [illegible] and/or any child(ren) for whom you want cash and/or medical assistance. The Department will excuse you from cooperating with the support requirements if you prove that it would not be in the best interest of the child(ren) for which assistance is claimed.

You are exempt from employment and training requirements, you must comply unless you have good cause. You are exempt from Monthly Reporting requirements when you have good cause.

## CLIENT RESPONSIBILITIES

**RESPONSIBILITY TO ACKNOWLEDGE LIABILITY OF REAL OR PERSONAL PROPERTY** – If you [illegible] cash assistance and have non-resident real property and/or personal property, we may require you to [illegible] benefits received by you, your spouse, and minor children.

If you are 55 or older and receive Medical Assistance to pay for nursing facility services, home and community-based services, and any related hospital and prescription drug service, you will be required to [illegible] from your probate estate.

**RESPONSIBILITY TO PROVIDE INFORMATION** – You must give true, correct and complete information, and must cooperate in documenting or proving the information you give. Cash assistance may be denied if you fail to provide certain verification. If you cannot provide proof, you should ask the county assistance office to help. You must cooperate fully with persons or investigators of the Department or the Inspector General's Office conducting investigations.

**RESPONSIBILITY TO REPORT CHANGES** – You must report changes in the number of people in your household, address, income, real property, or other resources (such as bank accounts or life insurance). You must report new employment or changes in your employment. You also must report any plans to leave the state, even temporarily.

If you receive cash and/or medical assistance benefits, you must report changes within 7 days.

If you are proven to have failed to report earned income in a timely manner, you will not receive an earned income deduction on the unreported income. This will reduce the amount of cash assistance and/or food stamps to which you are entitled and increase the amount of the overpayment claim.

For food stamps, you must report changes within 10 days unless you are in the Monthly Reporting System. You also must report any change in your residence and the resulting change, if any, in shelter costs.

If you are not sure if you must report a particular change, you should report the change. You can report to a member of the county assistance office staff in person, by telephone, or by mail.

**RESPONSIBILITY TO LAWFULLY USE THE PA ACCESS CARD** – You may use the PA ACCESS card for services only during the period you are eligible. You must use the card only for the person who is eligible and you may get only services that are needed and reasonable.

**RESPONSIBILITY TO PROVIDE SOCIAL SECURITY NUMBERS** – For cash, medical and/or food stamps benefits, you must provide a Social Security Number (SSN) for each person for whom you are applying. If you do not have an SSN you must apply for one. Refusal or failure to provide an SSN may result in disqualification. For cash and medical benefits, we will also ask you to supply an SSN for anyone else whose income and/or resources affect your eligibility or amount of benefits. We use the SSN to verify identity, administer our programs, prevent duplication in state and federal programs, for computer matches with other programs, and to get information about income and resources to determine eligibility for, and/or the amount of, your benefits (42 U.S.C. § 1320b-7).

## PROHIBITIONS AND PENALTIES

[illegible] incomplete information.

[illegible] food stamps of your Authorization to Participate (ATP), Electronic [illegible] Card or your PA ACCESS Card.

[illegible] ESS Card.

[illegible] alcoholic drinks or tobacco; or [illegible] munition or explosives.

[illegible] by a court or an Administrative [illegible] rules, or who signs a Voluntary [illegible]ative Disqualification hearing will [illegible] or up to [illegible]

[illegible] food coupons to buy illegal [illegible]

[illegible] ying or selling food stamp coupons, [illegible]ation other than food or the exchange [illegible] in the amount of $500 or more in [illegible]

[illegible] disqualification hearing of [illegible] food stamps will be disqualified for 10 [illegible]

[illegible] custody, or confinement for a felony, [illegible] parole, will be ineligible until the [illegible]

[illegible] misdemeanor offense and who has [illegible] penalty imposed by the court is ineligible for Cash Assistance.

An individual is ineligible for Cash Assistance for a period of 10 years if he is convicted of fraudulent misrepresentation of residence for the purpose of receiving welfare benefits in two or more states.

Cash Assistance will be reduced by amounts received by cashing an assistance check at a gambling casino, racetrack, bingo hall, or other establishment that derives more than 50% of its gross revenues from gambling.

If you do not report changes as required, your benefits may be reduced or stopped. If you purposely fail to give correct information or report changes, you may be fined and/or put in jail. Improper use of the PA ACCESS Card for medical services and/or cash and food stamp electronic benefit transfers may result in a fine or imprisonment, or both.

If you are found guilty of violating these rules, or committing fraud, you also may be:

- fined up to $250,000 for food stamps and up to $15,000 for cash;
- jailed up to 20 years for food stamps and up to 7 years for cash; and/or
- required to repay the benefits you received [illegible]

**FOOD STAMP WORK REQUIREMENTS / SANCTIONS** – If you are physically and mentally fit, over [illegible] age and under 60 years of age, and not otherwise exempt, you may not refuse to register for employment; participate in an approved employment and training program unless you have good cause; accept employment unless you have good cause; provide sufficient information to the assistance office about your employment status and job prospects [illegible] have good cause or comply with workfare requirements. Additionally, voluntarily and without good cause quit your job or reduce [illegible] hours you work [illegible] after the reduction, you are employed [illegible]

If you or another [illegible] violate any of the above work requirements, you or [illegible] person may be disqualified from receiving food stamps. Before a disqualification is imposed, you will receive a notice and will have the right to appeal and have a fair hearing.

The minimum disqualification periods are as follows: for the first violation, 1 month and thereafter until the failure to comply ceases; the second violation is 3 months and thereafter until the failure to comply ceases; and for the third and subsequent violations, 6 months and thereafter until the failure to comply ceases.

**CASH ASSISTANCE WORK REQUIREMENTS / SANCTIONS**

A mandatory participant who fails to cooperate with the work or work-related activity requirement; participate in ETP; accept a bona fide offer of employment; or who terminates employment; reduces earnings or fails to apply for work; without good cause, is ineligible for cash assistance.

The period of the sanction is:

First occurrence - 30 days or until the failure to comply ceases, whichever is longer.

Second occurrence - 60 days or until the failure to comply ceases, whichever is longer.

Third occurrence - permanently.

If the reason for sanction occurs in the first 24 months of receipt of cash assistance, whether consecutive or interrupted, the sanction applies only to the individual.

If the reason for the sanction occurs after the first 24 months of receipt of cash assistance, whether consecutive or interrupted, the sanction applies to the entire assistance group.

In place of the sanctions above, if an employed individual voluntarily, without good cause, reduces his earnings by not fulfilling the 20-hour work requirement during the first 24 months, the cash grant is reduced by the dollar value of the income that would have been earned if the recipient would have fulfilled his 20-hour work requirement, until the 20-hour requirement is met [illegible]

If an employed individual voluntarily, without good cause, reduces his earnings by not fulfilling the 20-hour work requirement after having received cash assistance for 24 months, the household is ineligible.

If you need someone outside your household to apply for food stamps for you, complete this section.

| FOOD STAMP AUTHORIZED REPRESENTATIVE NAME | SOCIAL SECURITY NUMBER |
|---|---|
| | |
| **ADDRESS** | **PHONE NUMBER** |
| | |

If you need someone outside your household to obtain food stamps for you or help them to buy food for you, complete this section.

| FOOD STAMP AUTHORIZED REPRESENTATIVE NAME | SOCIAL SECURITY NUMBER |
|---|---|
| | |
| **ADDRESS** | **PHONE NUMBER** |
| | |

## AFFIDAVIT

### WHEN I SIGN THIS FORM I AGREE THAT:

- I have read this application in full or someone has read it to me and I understand the questions asked.
- I received a copy of my rights and responsibilities, have read them or someone has read them to me, and I understand them.
- I will provide or cooperate in getting any information needed to prove my statements.
- I must report any changes in my circumstances within 7 days for cash and medical assistance, and within 10 days for food stamps (unless in monthly reporting).
- I will cooperate with the requirements of the child support enforcement program as directed by the Department.
- If I receive cash and/or medical benefits, I give the state and/or the Domestic Relations Section the right to pursue and collect cash and/or medical support for me and others for whom I am applying.
- If I receive cash benefits, the worker has read the certification on the back of the check; and every time I endorse a check, I am signing the certification.
- I am responsible for any fraudulent statements made on this application even if the application is submitted by someone acting on my behalf.
- I consent to, and will fully cooperate in the finger, photo and signature imaging process. I understand that refusal to cooperate may result in the denial of benefits.
- I certify that, subject to penalties provided by law, the information I gave is true, correct, and complete to the best of my knowledge.

### WHEN I SIGN THIS FORM, I UNDERSTAND THAT:

- The State operates a fraud control program under which local, state, and federal officials may verify the information I have given. Verification will include confirmation through the Pennsylvania State Police Criminal Record Files, the Administrative Office of Pennsylvania Court files, and other records that are available.
- The state may obtain information about my circumstances from other persons or organizations, including computer matches and Immigration and Naturalization.
- My Social Security Number will be used to obtain information to verify my circumstances and eligibility.
- My benefits may be reduced or terminated or I can be penalized (including charges of fraud) for giving false or misleading information or for not reporting changes that could affect my benefits.
- I am giving the state the right to seek, with or without legal action, payment from private or public health insurance or liable third party. The amount recovered will not exceed the amount paid by medical assistance.
- The state and the Domestic Relations Section have the right to review all records of medical services paid for by medical assistance.
- Payment for medical services will be made directly to the provider, not to me. This includes payments from Medicare.
- The law provides for automatic assignment to the state of support rights for myself and others for whom I am accepting cash and/or medical assistance.
- If I receive cash benefits, all support including arrears will be paid to the state. If I receive medical benefits, medical support may be paid to the state. When benefits stop, support may be paid to the state to repay the amount of assistance granted. The amount of support retained by the state will not be more than the amount of cash benefits received and/or the amount paid under the medical assistance program.

| CLIENT OR AUTHORIZED REPRESENTATIVE SIGNATURES | DATE | ID | PROVIDER/EMPLOYEE/WITNESS SIGNATURE |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

| ADDRESS OF REPRESENTATIVE (STREET, CITY, STATE, ZIP) | PHONE NUMBER |
|---|---|
| | |

| SECOND WITNESS IF AN (X) IS SIGNED ABOVE | ADDRESS OF WITNESS | DATE |
|---|---|---|
| | | |

I WISH TO WITHDRAW MY APPLICATION FOR ☐ CASH ☐ FOOD STAMPS ☒ MEDICAL ☐ OTHER

SIGNATURE DATE

BEST COPY AVAILABLE



BEST COPY AVAILABLE

## CLIENT RIGHTS

### RIGHT TO NONDISCRIMINATION

We may not discriminate on the basis of age, sex, race, color, ancestry, disability, religious creed, national origin, sexual preference, life-style, union membership, political belief, or because you applied for and/or received assistance before. If you feel you have been discriminated against by the Department or anyone providing services for the Department, you may file a verbal or written complaint with the Department or the county assistance office which will forward the complaint to the appropriate federal or state agency.

### RIGHT TO APPEAL

You have the right to ask for a Departmental hearing to appeal a decision of or failure to act by the Department which affects your benefits or that you feel is unfair or incorrect. You may file the appeal at the county assistance office. At the appeal hearing, you may represent yourself or someone else, such as a lawyer, friend, or relative may represent you.

### RIGHT TO AN AGENCY CONFERENCE

If you appeal, you may have an agency conference before the hearing. If you appeal because the Department decided that you are not eligible for expedited food stamp service, you have a right to an agency conference with a supervisor within 2 work days.

### RIGHT TO A WRITTEN NOTICE

We will give you a written notice explaining your benefits. If we deny, change, suspend, or stop benefits, we will explain the reason on the notice. You have 30 days (90 days for food stamps) from the date of the notice to ask for a hearing if you disagree with the action taken and/or the reasons given.

### CHILD CARE PROVIDER INFORMATION

You have the right to request a child abuse and criminal background clearance from your child care provider.

### RIGHT TO CONFIDENTIALITY

We keep information you give confidential and use it only to administer the programs you apply for and/or may be eligible for, such as the school lunch program. Any person knowingly violating any of the rules and regulations of this Department made in accordance with this article shall be guilty of a misdemeanor, and, upon conviction thereof, shall be sentenced to pay a fine, not exceeding one hundred dollars ($100), or to undergo imprisonment, not exceeding six months, or both (62 PS. Section 483).

The CAO, when requested, must provide federal, state and local law enforcement officials with the address, Social Security Number, and photograph (if available) of an individual who is fleeing to avoid prosecution, custody, or confinement for a felony or violating probation or parole.

### RIGHT TO CLAIM GOOD CAUSE

The law requires you to cooperate in establishing paternity for any child born out of marriage and get any support owed to you and/or any child(ren) for whom you want cash and/or medical assistance. The Department will excuse you from cooperating with the support requirements if you prove that it would not be in the best interest of the child(ren) for whom assistance is claimed.

If you are not exempt from employment and training requirements, you must comply unless you have good cause.

You must n[illegible] Monthly Reporting requirements unless you have good cause.



## CLIENT RESPONSIBILITIES

### RESPONSIBILITY TO ACKNOWLEDGE LIABILITY OF REAL OR PERSONAL PROPERTY

If you are applying for cash assistance and have non-resident real property and/or personal property, we may require you to sign an agreement to repay benefits received by you, your spouse, and minor children.

If you are age 55 or older and receive Medical Assistance to pay for nursing facility services, home and community-based waiver services and any related hospital and prescription drug service, you will be required to repay the cost of these services from your probate estate.

### RESPONSIBILITY TO PROVIDE INFORMATION

You must give true, correct and complete information. You must cooperate in documenting or proving the information you give. Cash assistance may be denied if you fail to provide certain verification. If you cannot provide proof, you should ask the county assistance office to help. You must cooperate fully with persons or investigators of the Department or the Inspector General's Office conducting investigations.

### RESPONSIBILITY TO REPORT CHANGES

You must report changes in the number of people in your household, address, income, real property, or other resources (such as bank accounts or life insurance). You must report new employment or changes in your employment. You also must report any plans to leave the state, even temporarily.

If you receive cash and/or medical assistance benefits, you must report changes within 7 days.

If you are proven to have failed to report earned income in a timely manner, you will not receive an earned income deduction on the unreported income. This will reduce the amount of cash assistance and/or food stamps to which you are entitled and increase the amount of the overpayment claim.

For food stamps, you must report changes within 10 days unless you are in the Monthly Reporting System. You also must report any change in your residence and the resulting change, if any, in shelter costs.

If you are not sure if you must report a particular change, you should report the change. You can report to a member of the county assistance office staff in person, by telephone, or by mail.

### RESPONSIBILITY TO LAWFULLY USE THE PA ACCESS CARD

You may use the PA ACCESS card for services only during the period you are eligible. You must use the card only for the person who is eligible and you may get only services that are needed and reasonable.

### RESPONSIBILITY TO PROVIDE SOCIAL SECURITY NUMBERS

For cash, medical and/or food stamps benefits, you must provide a Social Security Number (SSN) for each person for whom you are applying. If you do not have an SSN you must apply for one. Refusal or failure to provide an SSN may result in disqualification. For cash and medical benefits, we will also ask you to supply an SSN for anyone else whose [illegible] resources affect your eligibility or amount of benefits. We use the SSN to verify identity, administer our programs, prevent duplication in state and federal programs, for computer matches with other programs, and to get information about income and resources to determine eligibility and/or amount of, your benefits (42 U.S.C. § 1320b-7).



BEST COPY AVAILABLE

## AFFIDAVIT

### WHEN I SIGN THIS FORM I AGREE THAT:

- I have read this application in full or someone has read it to me and I understand the questions asked.
- I received a copy of my rights and responsibilities, have read them or someone has read them to me, and I understand them.
- I will provide or cooperate in getting any information needed to prove my statements.
- I must report any changes in my circumstances within 7 days for cash and medical assistance, and within 10 days for food stamps (unless in monthly reporting).
- I will cooperate with the requirements of the child support enforcement program as directed by the Department.
- If I receive cash and/or medical benefits, I give the state and/or the Domestic Relations Section the right to pursue and collect cash and/or medical support for me and others for whom I am applying.
- If I receive cash benefits, the worker has read the certification on the back of the check; and every time I endorse a check, I am signing the certification.
- I am responsible for any fraudulent statements made on this application even if the application is submitted by someone acting on my behalf.
- I consent to, and will fully cooperate in the finger, photo, and signature imaging process. I understand that refusal to cooperate may result in the denial of benefits.
- I certify that, subject to penalties provided by law, the information I gave is true, correct, and complete to the best of my knowledge.

### WHEN I SIGN THIS FORM, I UNDERSTAND THAT:

- The state operates a fraud control program under which local, state, and federal officials may verify the information I have given. Verification will include confirmation through the Pennsylvania State Police Criminal Record Files, the Administrative Office of Pennsylvania Court files, and other records that are available.
- The state may obtain information about my circumstances from other persons or organizations, including computer matches and Immigration and Naturalization.
- My Social Security number will be used to obtain information to verify my circumstances and eligibility.
- My benefits may be reduced or terminated or I can be penalized (including charged with fraud) for giving false or misleading information or for not reporting changes that would affect my benefits.
- I am giving the state the right to seek, with or without legal action, payment from private or public health insurance or liable third party. The amount recovered will not exceed the amount paid by medical assistance.
- The state and the Domestic Relations Section have the right to review all records of medical services paid for by medical assistance.
- Payment for medical services will be made directly to the provider, not to me. This includes payments from Medicare.
- The law provides for automatic assignment to the state of support rights for myself and others for whom I am accepting cash and/or medical assistance.
- If I receive cash benefits, all support including arrears will be paid to the state. If I receive medical benefits, medical support may be paid to the state. When benefits stop, arrears may be paid to the state to repay the amount of assistance granted. The amount of support retained by the state will not be more than the amount of cash assistance received and/or the amount paid under the medical assistance program.

## PROHIBITIONS AND PENALTIES

You must **not:**

- give false, incorrect, or incomplete information;
- trade, sell or alter your food stamps or your Authorization To Participate (ATP), Electronic Benefit Transfer (EBT) Card or your PA ACCESS Card;
- use other people's food stamps, ATP's, EBT or PA ACCESS Card;
- use your food stamps to buy ineligible items, such as alcoholic drinks or tobacco; or
- use your food stamps to buy illegal drugs, firearms, ammunition, or explosives.

Any member of your household who is found guilty by a court or an Administrative Disqualification hearing of breaking any of the above rules or who signs a voluntary disqualification consent agreement or waiver of Administrative Disqualification hearing will be barred from getting cash assistance or food stamps for up to:

- 12 months for the first violation;
- 24 months for the second violation; and
- permanently for the third violation.

Any household member found guilty by a court of having used food coupons to buy illegal drugs will be disqualified for:

- 24 months for the first violation; and
- permanently for the second violation.

Any household member found guilty by a court of buying or selling food stamp coupons, ATP cards, or other benefit instruments for cash or consideration other than food or the exchange of firearms, ammunition, explosives, or controlled substances in the amount of $500 or more in food stamp coupons will be disqualified permanently.

Any household member found by a court or an administrative disqualification hearing of misrepresenting his identity or residence to receive multiple food stamps will be disqualified for 10 years.

Any household member fleeing to avoid prosecution, custody, or confinement for a felony, or attempted felony, or violating a condition of probation or parole will be ineligible until the situation is rectified.

An individual who has been sentenced for a felony or misdemeanor offense and who has not satisfied the penalty imposed by the court is ineligible for Cash Assistance.

An individual is ineligible for Cash Assistance for a period of 10 years if he is convicted of fraudulent misrepresentation of residence for the purpose of receiving welfare benefits in two or more states.

Cash Assistance will be reduced by amounts received by cashing an assistance check at a gambling casino, race track, bingo hall or other establishment that derives more than 50% of its gross revenues from gambling.

If you do not report changes as required, your benefits may be reduced or stopped. If you purposely fail to give correct information or report changes, you may be fined and or put in jail. Improper use of the PA ACCESS Card for medical services and/or cash and food stamp electronic benefit transfers may result in a fine or imprisonment, or both.

If you are found guilty of violating these rules, or commiting fraud,you also may be:

- fined up to $250,000 for food stamps and up to $15,000 for cash;
- jailed up to 20 years for food stamps and up to 7 years for cash; and/or
- required to repay the benefits you received.

### FOOD STAMP WORK REQUIREMENTS / SANCTIONS

If you are physically and mentally fit, over 15 years of age and under 60 years of age, and not otherwise exempt, you may not refuse to register for employment; participate in an approved employment and training program unless you have good cause; accept employment unless you have good cause; provide sufficient information to your county assistance office about your employment status and job availability unless you have good cause or comply with workfare. Additionally, you must not voluntarily and without good cause quit your job or reduce the number of hours you work if, after the reduction, you are employed less than 30 hours per week.

If you or another member of your household violates any of the above work requirements, you or that person may be disqualified from receiving food stamps. Before a disqualification is imposed, you will receive a notice and will have the right to appeal and have a fair hearing.

The minimum disqualification periods are as follows: for the first violation, 1 month and thereafter until the failure to comply ceases; the second violation is 3 months and thereafter until the failure to comply ceases; and for the third and subsequent violations, 6 months and thereafter until the failure to comply ceases.

### CASH ASSISTANCE WORK REQUIREMENTS / SANCTIONS

A mandatory participant who fails to cooperate with the work or work-related activity requirement, participate in ETP, accept a bona fide offer of employment, or who terminates employment; reduces earnings or fails to apply for work, without good cause, is ineligible for cash assistance.

The period of the sanction is:

First occurrence - 30 days or until the failure to comply ceases whichever is longer.

Second occurrence - 90 days or until the failure to comply ceases, whichever is longer.

Third occurrence - permanently.

If the reason for sanction occurs in the first 24 months of receipt of cash assistance, whether consecutive or interrupted, the sanction applies only to the individual.

If the reason for the sanction occurs after the first 24 months of receipt of cash assistance, whether consecutive or interrupted, the sanction applies to the entire assistance group.

In place of the sanctions above, if an employed individual, voluntarily, without good cause, reduces his earnings by not fulfilling the 20-hour work requirement during the first 24 months, the cash grant is reduced by the dollar value of the income that would have been earned if the recipient would have fulfilled his 20-hour work requirement, until the 20-hour requirement is met.

If an employed individual voluntarily, without good cause, reduces his earnings by not fulfilling the 20-hour work requirement after having received cash assistance for [illegible] months, the household is ineligible.



BEST COPY AVAILABLE

# AMR AGREEMENT OF MUTUAL RESPONSIBILITY

## YOUR RESPONSIBILITY IS TO:

- ✓ **Understand** that you may receive a cash benefit from the Temporary Assistance for Needy Families (TANF) Program for a total of only 5 years (60 months) in your lifetime. TANF provides temporary help until you and your family are again able to support yourself.
- ✓ **Make a Plan for Self-sufficiency** with the help of your county assistance caseworker. Complete the steps in your plan by the time-frames you establish jointly.
- ✓ Include steps in your plan that will help you get a job or take part in a work activity for an average of at least 20 hours per week.
- ✓ Read your *Participant Guide to Success* for information about getting started with your search for a job.
- ✓ Ask your caseworker to help you update your plan when you complete the steps or your situation changes.

## OUR RESPONSIBILITY IS TO:

- ✓ **Provide temporary financial help** and available supportive services to help you complete your plan successfully.
- ✓ **Help YOU set goals** and decide what steps **YOU** need to take to reach those goals.
- ✓ Identify resources available from the county assistance office as well as from the community to help you become independent of welfare.

## TAKING STEPS TO BECOME SELF-SUFFICIENT

### EMPLOYMENT

BEST COPY AVAILABLE

- The best way to get off welfare and on the road to self-sufficiency is through a job.
- If you are not working an average of at least 20 hours per week, you **MUST** start a job search or take part in a work activity. We have information and work shops that can help you with your job search.
- After you have received assistance for 24 months, you **MUST** either be working an average of at least 20 hours per week or be participating in one of the work activities listed in your *Participant Guide to Success* for an average of at least 20 hours per week.
- A caseworker is available to discuss programs that are available to assist you in your search for work.
- We can help with additional assistance for the cost of child care, transportation and other work-related expenses, if needed. Ask your caseworker about child care consumer education and

BEST COPY AVAILABLE

## COURT ORDERED SUPPORT

- Combining income from a support order with the wages you earn from a job can make the difference in getting you and your family off welfare.
- You MUST cooperate with the local Domestic Relations agency to obtain child support. This includes providing the father's name and any other information you have about an absent parent, keeping appointments and signing and returning support forms.
- We will help you file all the necessary papers with the court.

## EDUCATION

- Getting a high school diploma or learning a skill or trade can mean a good job and a brighter future.
- If you don't have a high school diploma and are under age 18, you MUST attend high school or GED classes AND GRADUATE!
- We can help you with expenses, such as the cost of child care and transportation, so you can return to school.
- Seeing that your children do well in school today will give them a head start on a better tomorrow.

## HEALTH

- Keeping yourself and your children healthy is an important step to independence.
- If you are pregnant, it is important that you keep all appointments scheduled by your doctor or clinic.
- Health screenings, immunizations and medical care, as recommended by your doctor or clinic, will help your children grow into healthy adults. Ask about the health screening program for children under age 21.
- Ask your caseworker about transportation to get to your doctor or clinic.
- If drugs or alcohol are preventing you from finding or keeping a job, you MUST participate in and complete an available certified substance abuse counseling program.

## OTHER ACTIVITIES

- Make all payments to child care providers and other providers from allowances given to you for special needs.
- Your caseworker will help you identify other activities that will help you improve your situation and your chances for becoming self-sufficient.
- You MUST report to your caseworker when you complete the steps in your plan or your situation changes.

# YOUR PLAN FOR SELF-SUFFICIENCY IS YOUR BLUEPRINT FOR A BETTER FUTURE.

BEST COPY AVAILABLE

# 'LAN FOR SELF-SUFFICIENCY AND /IEETING WORK REQUIREMENTS

.GR. .IENT OF MUTUAL RESPONSIBILITY

| NAME | | SOC A. SECURITY NO. |
|---|---|---|
| CASE NO | TELEPHONE NO | DATE |

Y GOAL(S):

| MY ACTION PLAN: | TAKE ACTION BY | ACTION COMPLETED |
|---|---|---|
| 1. MEETING WORK REQUIREMENTS:<br>Hours worked:<br>:<br>Participate in WHAT: _____<br>WHERE: _____<br>WHEN: _____ | | |
| 2. PLAN FOR SELF-SUFFICIENCY: | | |
| 3. FACILITATE WORK BY: | | |
| REPORT ON THIS PLAN TO: _____<br>AT: ( ) _____<br>WHEN: ( ) | | |

MY COAL IS TO BE ABLE TO SUPPORT MYSELF AND MY FAMILY:

MONTH/YEAR

I have read and understand this agreement. I understand that signing this agreement is a condition of eligibility and that the penalties, listed on the reverse side of this form, may be imposed if I fail, without good cause, to complete certain activities. I agree to take the actions outlined in this plan. (62 P.S. 405.3)

BEST COPY AVAILABLE

101

CLIENT SIGNATURE _____ DATE _____

| IF YOU REFUSE OR FAIL TO: | THE PENALTY WILL BE: |
|---|---|
| Develop a plan with your caseworker and sign the Agreement of Mutual Responsibility. | You will not be eligible for your share of the cash grant until you complete and sign an Agreement. |
| Cooperate with the requirement to seek support and/or establish paternity, without good cause. | You will be removed from the grant and your benefits will be reduced by at least 25 percent. Benefits for your children will be sent to a protective payee. |
| Comply with work requirements without good cause. This includes, but is not limited to: • actively searching for a job; • attending assessment interviews and workshops; and • engaging in a work or work-related activity. | 1st occurrence - Ineligible for 30 days or until you comply, whichever is longer.<br>2nd occurrence - Ineligible for 90 days or until you comply, whichever is longer.<br>3rd occurrence - Permanent disqualification.<br>If within 24 months of receipt of assistance you [illegible]. After 24 months, your entire family [illegible]. |
| Maintain earnings by [illegible] without good cause, reducing your work hours [illegible] less than 20 hours per week during the first 24 [illegible] assistance. | Your [illegible] reduced by an amount equal to what [illegible] earned if you had not voluntarily [illegible]. |
| Attend high school or GED classes and graduate, if you are under age 18 and have not earned a high school diploma. | You will not be eligible for your share of the cash grant [illegible] you [illegible] school. |
| Participate in available drug or alcohol treatment if substance abuse is determined to be a barrier to your employment. | You will not be eligible for your share of the cash grant until you cooperate with an available treatment plan. |
| Apply for other potential sources of income. | If you are an applicant for General Assistance, you are ineligible for at least 60 days and until compliance. Otherwise, you are ineligible until you comply. |

**YOUR RIGHTS:** Prior to your benefits being reduced or discontinued, you have the right to request a review of your case to determine if you had good cause for not complying. You have the right to receive a notice of action before your benefits are reduced or stopped. You have the right to request a fair hearing if you disagree with our decision.

**GOOD CAUSE:** Good cause will be considered if the reason for not completing the steps in your Plan for Self-sufficiency is beyond your control. Examples of good cause are lack of appropriate child care, sub-standard conditions at the job, or need to care for a disabled or ill person.

## FOR DPW CASEWORKERS USE ONLY

### ACTIVITIES CHECKLIST

- ☐ Complete a job search
- ☐ Report for employment and training assessment workshop
- ☐ Participate in a work-related activity, an average of 20 hours per week
- ☐ Complete/engage school/GED
- ☐ Establish paternity for a child
- ☐ Cooperate with all child support actions
- ☐ See that children attend school and graduate
- ☐ See that children receive health screenings and are immunized
- ☐ Get good prenatal care
- ☐ Complete alcohol and drug abuse counseling
- ☐ Apply for other income
- ☐ Pay providers.

Follow-up date _____



BEST COPY AVAILABLE

**U.S. Department of Justice**
**Immigration and Naturalization Service**

OMB #1115-0009
**Application for Naturalization**

## START HERE - Please Type or Print

### Part 1. Information about you.

| Family Name | Given Name | Middle Initial |
|---|---|---|

**U.S. Mailing Address** - Care of

| Street Number and Name | Apt. # |
|---|---|
| City | County |
| State | ZIP Code |
| Date of Birth (month/day/year) | Country of Birth |
| Social Security # | A # |

### Part 2. Basis for Eligibility *(check one)*

a ☐ I have been a permanent resident for at least five (5) years.

b ☐ I have been a permanent resident for at least three (3) years and am married to a United States Citizen. My spouse's three years

c ☐ I am a permanent resident child of United States citizen parent(s).

d ☐ I am applying on the basis of qualifying military service under Section 328 or 329 and have attached completed Forms N-426 and G-325B.

e ☐ Other (Please specify section of law)

### Part 3. Additional information about you.

| Date you became a permanent resident (month/day/year) | Port admitted with an immigrant visa or Office where granted adjustment of status |
|---|---|
| Citizenship | |

Name on alien registration card (if different than in Part 1)

Other names used since you became a permanent resident (including maiden names)

| Sex | Height | Marital Status | |
|---|---|---|---|
| ☐ Male ☐ Female | | ☐ Single ☐ Married | ☐ Divorced ☐ Widowed |

Can you speak, read and write English? ☐ No ☐ Yes

**Absences from the U.S.**

Have you been absent from the U.S. since becoming a permanent resident? ☐ No ☐ Yes

If you answered "Yes", complete the following. Begin with your most recent absence. If you need more room to explain the reason for an absence or to list more trips, continue on separate paper.

| Date left U.S. | Date returned | Did absence last 6 months or more? | Destination | Reason for trip |
|---|---|---|---|---|
| | | ☐ Yes ☐ No | | |
| | | ☐ Yes ☐ No | | |
| | | ☐ Yes ☐ No | | |
| | | ☐ Yes ☐ No | | |
| | | ☐ Yes ☐ No | | |
| | | ☐ Yes ☐ No | | |

Form N-400 (Rev. 07/17/91)N

***Continued on back.***

**FOR INS USE ONLY**

| Action | Receipt |
|---|---|
| Returned | |
| Completed | |
| Reloc Sent | |
| Reloc Rec'd | |
| Applicant Interviewed | |

At interview

☐ Request naturalization ceremony at court

Remarks

Action

**To Be Completed by Attorney or Representative, if any**

☐ Fill in box if G-28 is attached to represent the applicant

VOLAG #

ATTY State License #



BEST COPY AVAILABLE

## Part 4. Information about your residences and employment.

A. List your addresses during the last five (5) years or since you became a permanent resident, whichever is less. Begin with your current address. If you need more space, continue on separate paper.

| Street Number and Name, City, State, Country, and Zip Code | Dates (month/day/year) | |
|---|---|---|
| | From | To |
| | | |
| | | |
| | | |
| | | |

B. List your employers during the last five (5) years. If you were unemployed or not employed while in school during this period, list the name and address of the school you attended. If you need more space, continue on separate paper.

| Employer's Name | Employer's Address | Dates Employed (month/day/year) | | Occupation/position |
|---|---|---|---|---|
| | Street Name and Number, City, State, and ZIP Code | From | To | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

## Part 5. Information about your marital history.

A. Total number of times you have been married _____ If you are now married, complete the following questions about husband or wife.

| Family name | Given name | Middle initial |
|---|---|---|
| Address | | |

| Date of birth (month/day/year) | Country of birth | Citizenship |
|---|---|---|
| Social Security# | A# *(if applicable)* | Immigration status (If not a U.S. citizen) |

**Naturalization** (If applicable)
(month/day/year) Place (City, State)

If you have ever previously been married or if your current spouse has been previously married, please provide the following on separate paper: Name of prior spouse, date of marriage, date marriage ended, how marriage ended and immigration status of prior spouse.

## Part 6. Information about your children.

B. Total Number of Children _____ Complete the following information for each of your children. If the child lives with you, state "with me" in the address column; otherwise give city/state/country of child's current residence. If deceased, write "deceased" in the address column. If you need more space, continue on separate paper.

| Full name of child | Date of birth | Country of birth | Citizenship | A Number | Address |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Form N-400 (Rev. 07/17/91)N

*Continued on next page*

BEST COPY AVAILABLE

Continued on back

## Part 7. Additional eligibility factors.

Please answer each of the following questions. If your answer is "Yes," attach a separate sheet

1 Are you now, or have you ever been a member of [illegible] associated with the Communist Party, or knowingly aided or supported the Communist Party directly or indirectly through another [illegible] ever advocated, taught, believed in, or knowingly supported the [illegible] of communism? ☐ Yes ☐ No

2 During the period March 23, 1933 to May 8, 1945 did you serve, or [illegible] directly or indirectly, any military unit, paramilitary unit, police unit, self-defense unit, vigilante unit, [illegible] the Nazi [illegible] government agency or office, extermination camp, concentration camp, [illegible] or transit camp, under the control or affiliation with:

a. The Nazi Government of Germany? ☐ Yes ☐ No

b. Any government in any area occupied by [illegible] Government of Germany? ☐ Yes ☐ No

3 Have you at any time, anywhere, ever [illegible] because of race, religion, national origin, or political opinion? ☐ Yes ☐ No

4 Have you ever left the United States to avoid being drafted [illegible]? ☐ Yes ☐ No

5 Have you ever failed to comply with Selective Service laws? ☐ Yes ☐ No

If you have registered under the Selective Service laws, [illegible]

Selective Service Number _____

If you registered before 1978, also provide the following:

Local Board Number _____

6 Did you ever apply for exemption from military service because [illegible]? ☐ Yes ☐ No

7 Have you ever deserted from the military, air or naval forces of the United States? ☐ Yes ☐ No

8 Since becoming a permanent resident, have you ever failed to file a federal income tax return? ☐ Yes ☐ No

9 Since becoming a permanent resident, have you filed a federal income tax return as a nonresident or failed to file a federal return because you considered yourself to be a nonresident? ☐ Yes ☐ No

10 Are deportation proceedings pending against you, or have you ever been the subject of such proceedings or applied for suspension of deportation? ☐ Yes ☐ No

11 Have you ever claimed in writing, or in any way, to be a United States [illegible]? ☐ Yes ☐ No

12 Have you ever:

a. been a habitual drunkard? ☐ Yes ☐ No

b. advocated or practiced polygamy? ☐ Yes ☐ No

c. been a prostitute or procured anyone for prostitution? ☐ Yes ☐ No

d. knowingly and for gain helped any alien to enter the U.S. illegally? ☐ Yes ☐ No

e. been an illicit trafficker in narcotic drugs or marijuana? ☐ Yes ☐ No

f. received income from illegal gambling? ☐ Yes ☐ No

g. given false testimony for the purpose of obtaining any immigration benefit? ☐ Yes ☐ No

13 Have you ever been declared legally incompetent or have you ever been confined as a patient in a mental institution? ☐ Yes ☐ No

14 Were you born with, or have you acquired in same way, any title or order of nobility in any foreign state? ☐ Yes ☐ No

15 Have you ever:

a. knowingly committed any crime for which you have not been arrested? ☐ Yes ☐ No

b. been arrested, cited, charged, indicted, convicted, fined or imprisoned for breaking or violating any law or ordinance excluding traffic regulations? ☐ Yes ☐ No

If you answer yes to 15, in your explanation give the following information: the accident or occurrence, the city, state, and country, where the offense took place, the date and nature of the offense, and the outcome or disposition of the case.

## Part 8. Allegiance to the U.S.

If your answer to any of the following questions is "NO", attach a full explanation.

1 Do you believe in the Constitution and form of government of the U.S.? ☐ Yes ☐ No

2 Are you willing to take the full Oath of Allegiance to the U.S.? (see instructions) ☐ Yes ☐ No

3 If the law requires it, are you willing to bear arms on behalf of the U.S.? ☐ Yes ☐ No

4 If the law requires it, are you willing to perform noncombatant services in the Armed Forces of the U.S.? ☐ Yes ☐ No

5 If the law requires it, are you willing to perform work of national importance under civilian direction? ☐ Yes ☐ No

Form N-400 (Rev. 06/17/91)N

Continued on back

BEST COPY AVAILABLE

## Part 9. Memberships and organizations.

A List your present and past membership in or affiliation with every political organization, club, society, or similar group in the United States or in any other part of the world. Include any church, fraternal, benevolent, or labor organization. If none, write "none." Include name of organization, location, dates of membership, and type of activity. If additional space is needed, use separate paper.

## Part 10. Complete only if you checked block " C " in Part 2.

How many of your children are U.S. citizens? (Include any children who are presently living abroad who are U.S. citizens.)

| | | |
|---|---|---|
| Family Name | | Middle Name |
| Address | | |

Basis for citizenship:

- ☐ Birth
- ☐ Naturalization Certificate

If adopted or legitimated, explain:

Does this parent have custody of the child?

*(Attach a copy of relevant documents to the back of this form. You must submit evidence of this parent's citizenship.)*

## Part 11. Signature. (Read the information on penalties in the instructions before completing this section.)

I certify, or if outside the United States, under penalty of perjury under the laws of the United States of America, that this application and the evidence submitted with it is all true and correct. I authorize the release of any information which the Immigration and Naturalization Service needs to determine eligibility for the benefit I am seeking.

***Signature*** **Date**

***Please Note:*** *If you do not completely fill out this form or fail to submit required documents listed in the instructions, you may not be found eligible for naturalization and this application may be denied.*

## Part 12. Signature of person preparing form if other than above. *(Sign below.)*

I declare that I prepared this application at the request of the above person and it is based on all information of which I have knowledge.

**Signature** **Print Your Name** **Date**

**Firm Name and Address**

### DO NOT COMPLETE THE FOLLOWING UNTIL INSTRUCTED TO DO SO AT THE INTERVIEW

I swear that I know the contents of this application, and supplemental pages 1 through_____, that the corrections, numbered 1 through_____, were made at my request, and that this amended application, is true to the best of my knowledge and belief.

_____
*(Complete and true signature of applicant)*

Subscribed and sworn to before me by the applicant.

_____
*(Examiner's Signature)* *Date*

Form N-400 (Rev. 07-17-91)N

U.S. Government Printing Office: 1991 — 287-196/27002

BEST COPY AVAILABLE

# 100 QUESTIONS FOR REVIEW

*According to the INS, examiners are using these 100 questions, or questions similar to them, in their interviews of legalization applicants.*

*Test yourself. Cover the answers and try to answer the questions. Then practice asking and answering these questions with other students.*

| | | |
|---|---|---|
| 1. | What are the colors of our flag? | Red, white, and blue. |
| 2. | How many stars are there in our flag? | 50. |
| 3. | What color are the stars on our flag? | White. |
| 4. | What do the stars on the flag mean? | One for each state in the Union. |
| 5. | How many stripes are there in the flag? | 13. |
| 6. | What color are the stripes? | Red and white. |
| 7. | What do the stripes on the flag mean? | They represent the original 13 states. |
| 8. | How many states are there in the Union? | 50. |
| 9. | What is the 4th of July? | Independence Day. |
| 10. | What is the date of Independence Day? | July 4th. |
| 11. | Independence from whom? | England. |
| 12. | What country did we fight during the Revolutionary War? | England. |
| 13. | Who was the first President of the United States? | George Washington. |
| 14. | Who is the President of the United States today? | _____ |
| 15. | Who is the Vice President of the United States today? | _____ |
| 16. | Who elects the President of the United States? | The electoral college. |
| 17. | Who becomes President of the United States if the President should die? | The Vice President. |
| 18. | For how long do we elect the President? | Four years. |
| 19. | What is the Constitution? | The supreme law of the land. |
| 20. | Can the Constitution be changed? | Yes. |
| 21. | What do we call a change to the Constitution? | An amendment. |
| 22. | How many changes or amendments are there to the Constitution? | 26. |
| 23. | How many branches are there in our government? | Three. |
| 24. | What are the three branches of our government? | Legislative, executive, and judiciary. |

BEST COPY AVAILABLE

| | | |
|---|---|---|
| 25. | What is the legislative branch of our government? | Congress. |
| 26. | Who makes the laws of the United States? | Congress. |
| 27. | What is Congress? | The Senate and the House of Representatives. |
| 28. | What are the duties of Congress? | To make laws. |
| 29. | Who elects Congress? | The people. |
| 30. | How many senators are there in Congress? | 100. |
| 31. | Can you name the two senators from your state? | _____ |
| 32. | For how long do we elect each senator? | Six years. |
| 33. | How many representatives are there in Congress? | 435. |
| 34. | For how long do we elect the representatives? | Two years. |
| 35. | What is the executive branch of our government? | The President, cabinet, and departments under cabinet members. |
| 36. | What is the judiciary branch of our government? | The Supreme Court. |
| 37. | What are the duties of the Supreme Court? | To interpret laws. |
| 38. | What is the supreme law of the United States? | The Constitution. |
| 39. | What is the Bill of Rights? | The first ten amendments to the Constitution. |
| 40. | What is the capital of your state? | _____ |
| 41. | Who is the current governor of your state? | _____ |
| 42. | Who becomes President of the United States if the President and the Vice President should die? | The Speaker of the House of Representatives. |
| 43. | Who is the Chief Justice of the United States? | _____ |
| 44. | Can you name the thirteen original states? | New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia. |
| 45. | Who said, "Give me liberty or give me death?" | Patrick Henry. |
| 46. | Which countries were our enemies during World War II? | Germany, Italy, and Japan. |


BEST COPY AVAILABLE

| | | |
|---|---|---|
| 47. | What are the 49th and 50th states of the Union? | Alaska and Hawaii. |
| 48. | How many terms can a President serve? | Two. |
| 49. | Who was Martin Luther King, Jr.? | A civil rights leader. |
| 50. | Who is the head of your local government? | |
| 51. | According to the Constitution, a person must meet certain requirements in order to be eligible to become President. Name one of these requirements. | Must be a natural born citizen of the United States.<br>Must be at least 35 years old.<br>Must have lived in the United States for at least 14 years. |
| 52. | Why are there 100 senators in the Senate? | There are two from each state. |
| 53. | Who selects the Supreme Court justices? | They are appointed by the President. |
| 54. | How many Supreme Court justices are there? | Nine. |
| 55. | Why did the Pilgrims come to America? | For religious freedom. |
| 56. | What is the head executive of a state government called? | The governor. |
| 57. | What is the head executive of a city government called? | The mayor. |
| 58. | What holiday was celebrated for the first time by the American colonists? | Thanksgiving. |
| 59. | Who was the main writer of the Declaration of Independence? | Thomas Jefferson. |
| 60. | When was the Declaration of Independence adopted? | July 4, 1776. |
| 61. | What is the basic belief of the Declaration of Independence? | That all men are created equal. |
| 62. | What is the national anthem of the United States? | The Star-Spangled Banner. |
| 63. | Who wrote the Star-Spangled Banner? | Francis Scott Key. |
| 64. | Where does freedom of speech come from? | The Bill of Rights. |
| 65. | What is the minimum voting age in the United States? | Eighteen |
| 66. | Who signs bills into law? | The President. |
| 67. | What is the highest court in the United States? | The Supreme Court. |
| 68. | Who was President during the Civil War? | Abraham Lincoln. |
| 69. | What did the Emancipation Proclamation do? | It freed many slaves. |
| 70. | What special group advises the President? | The Cabinet. |


BEST COPY AVAILABLE

| | | |
|---|---|---|
| 71. | Which President is called "the father of our country?" | George Washington. |
| 72. | What Immigration and Naturalization Service form is used to apply to become a naturalized citizen? | Form N-400, "Application to File Petition for Naturalization" |
| 73. | Who helped the Pilgrims in America? | The American Indians (Native Americans). |
| 74. | What is the name of the ship that brought the Pilgrims to America? | The Mayflower. |
| 75. | What were the 13 original states of the United States called? | Colonies. |
| 76. | Name three rights or freedoms guaranteed by the Bill of Rights. | Freedom of speech.<br>Freedom of the press.<br>Freedom of religion.<br>Freedom of assembly.<br>The right to own a gun (bear arms).<br>The government needs a warrant to search or take a person's property.<br>A person may not be tried twice for the same crime, and does not have to testify against himself.<br>The right to a trial, and the right to a lawyer.<br>The right to a trial by jury. |
| 77. | Who has the power to declare war? | The Congress. |
| 78. | What kind of government does the United States have? | Republican. |
| 79. | Which President freed the slaves? | Abraham Lincoln. |
| 80. | In what year was the Constitution written? | 1787. |
| 81. | What are the first ten amendments to the Constitution called? | The Bill of Rights. |
| 82. | Name one purpose of the United Nations. | For countries to discuss and try to resolve world problems; to provide economic aid to many countries. |
| 83. | Where does Congress meet? | In the Capitol in Washington, D.C. |
| 84. | Whose rights are guaranteed by the Constitution and the Bill of Rights? | Everyone (citizens and non-citizens living in the United States). |
| 85. | What is the introduction to the Constitution called? | The Preamble. |
| 86. | Name one benefit of being a citizen of the United States. | Obtain federal government jobs; travel with a U.S. passport; petition for close relatives to come to the U.S. to live. |
| 87. | What is the most important right granted to U.S. citizens? | The right to vote. |
| 88. | What is the United States Capitol? | The place where Congress meets. |
| 89. | What is the White House? | The President's official home. |

BEST COPY AVAILABLE

| | | |
|---|---|---|
| 90. | Where is the White House located? | Washington, D.C. |
| 91. | What is the name of the President's official home? | The White House. |
| 92. | Name one right guaranteed by the first amendment. | Freedom of speech/press/religion/ assembly. |
| 93. | Who is the Commander-in-Chief of the U.S. military? | The President. |
| 94. | Which President was the first Commander-in-Chief of the U.S. military? | George Washington. |
| 95. | In what month do we vote for the President? | November. |
| 96. | In what month is the new President inaugurated? | January. |
| 97. | How many times may a senator be re-elected? | There is no limit. |
| 98. | How many times may a Congressman be re-elected? | There is no limit. |
| 99. | What are the 2 major political parties in the United States today? | Democratic and Republican. |
| 100. | How many states are there in the United States? | 50. |

BEST COPY AVAILABLE

# Form W-4 (1999)

**Purpose.** Complete Form W-4 so your employer can withhold the correct Federal income tax from your pay. Because your tax situation may change, you may want to refigure your withholding each year.

**Exemption from withholding.** If you are exempt, complete only lines 1, 2, 3, 4, and 7, and sign the form to validate it. Your exemption for 1999 expires February 16, 2000.

**Note:** *You cannot claim exemption from withholding if (1) your income exceeds $700 and includes more than $250 of unearned income (e.g., interest and dividends) and (2) another person can claim you as a dependent on their tax return.*

**Basic instructions.** If you are not exempt, complete the Personal Allowances Worksheet. The worksheets on page 2 adjust your withholding allowances based on itemized deductions, adjustments to income, or two-earner/two-job situations. Complete all worksheets that apply. They will help you figure the number of withholding allowances you are entitled to claim. However, you may claim fewer allowances.

**Child tax and higher education credits.** For details on adjusting withholding for these and other credits, see Pub. 919, Is My Withholding Correct for 1999?

**Head of household.** Generally, you may claim head of household filing status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals. See line E below.

**Nonwage income.** If you have a large amount of nonwage income, such as interest or dividends, you should consider making estimated tax payments using Form 1040-ES. Otherwise, you may owe additional tax.

**Two earners/two jobs.** If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one Form W-4. Your withholding will usually be most accurate when all allowances are claimed on the Form W-4 prepared for the highest paying job and zero allowances are claimed for the others.

**Check your withholding.** After your Form W-4 takes effect, use Pub. 919 to see how the dollar amount you are having withheld compares to your estimated total annual tax. Get Pub. 919 especially if you used the Two-Earner/Two-Job Worksheet and your earnings exceed $150,000 (Single) or $200,000 (Married).

**Recent name change?** If your name on line 1 differs from that shown on your social security card, call 1-800-772-1213 for a new social security card.

## Personal Allowances Worksheet

A Enter "1" for **yourself** if no one else can claim you as a dependent . . . . . A ____

B Enter "1" if:
- You are single and have only one job; or
- You are married, have only one job, and your spouse does not work; or
- Your wages from a second job or your spouse's wages (or the total of both) are $1,000 or less. . . B ____

C Enter "1" for your **spouse.** But, you may choose to enter -0- if you are married and have either a working spouse or more than one job. (This may help you avoid having too little tax withheld.) . . . . . C ____

D Enter number of **dependents** (other than your spouse or yourself) you will claim on your tax return . . . . . D ____

E Enter "1" if you will file as **head of household** on your tax return (see conditions under **Head of household** above) . E ____

F Enter "1" if you have at least $1,500 of **child or dependent care expenses** for which you plan to claim a credit . . F ____

G **Child Tax Credit:** • If your total income will be between $20,000 and $50,000 ($23,000 and $63,000 if married), enter "1" for each eligible child. • If your total income will be between $50,000 and $80,000 ($63,000 and $115,000 if married), enter "1" if you have two eligible children, enter "2" if you have three or four eligible children, or enter "3" if you have five or more eligible children . . G ____

Add lines A through G and enter total here. **Note:** This amount may be different from the number of exemptions you claim on your return. ▶ H ____

For accuracy, complete all worksheets that apply.
- If you plan to **itemize or claim adjustments to income** and want to reduce your withholding, see the Deductions and Adjustments Worksheet on page 2.
- If you are **single, have more than one job** and your combined earnings from all jobs exceed $32,000, OR if you are **married** and have **a working spouse or more than one job** and the combined earnings from all jobs exceed $55,000, see the Two-Earner/Two-Job Worksheet on page 2 to avoid having too little tax withheld.
- If **neither** of the above situations applies, stop **here** and enter the number from line H on line 5 of Form W-4 below.

Cut here and give the certificate to your employer. Keep the top part for your records.

Form **W-4**
Department of the Treasury
Internal Revenue Service

## Employee's Withholding Allowance Certificate

▶ For Privacy Act and Paperwork Reduction Act Notice, see page 2.

OMB No. 1545-0010
**1999**

1 Type or print your first name and middle initial | Last name | 2 Your social security number

Home address (number and street or rural route) | 3 ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate.
Note: *If married, but legally separated, or spouse is a nonresident alien, check the Single box.*

City or town, state, and ZIP code | 4 If your last name differs from that on your social security card, check here. You must call 1-800-772-1213 for a new card . . . ▶ ☐

5 Total number of allowances you are claiming (from line H above or from the worksheets on page 2 if they apply) . | 5

6 Additional amount, if any, you want withheld from each paycheck . . . . . | 6 $

7 I claim exemption from withholding for 1999, and I certify that I meet **BOTH** of the following conditions for exemption:
- Last year I had a right to a refund of **ALL** Federal income tax withheld because I had **NO** tax liability **AND**
- This year I expect a refund of **ALL** Federal income tax withheld because I expect to have **NO** tax liability.

If you meet both conditions, write "EXEMPT" here . . . . . ▶ | 7

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or I am entitled to claim exempt status.

**Employee's signature**
(Form is not valid unless you sign it) ▶ Date ▶

8 Employer's name and address (Employer: Complete 8 and 10 only if sending to the IRS) | 9 Office code (optional) | 10 Employer identification number

112

Cat. No. 10220Q

BEST COPY AVAILABLE

## LISTS OF ACCEPTABLE DOCUMENTS

### LIST A

**Documents that Establish Both Identity and Employment Eligibility**

1. U.S. Passport (unexpired or expired)
2. Certificate of U.S. Citizenship *(INS Form N-560 or N-561)*
3. Certificate of Naturalization *(INS Form N-550 or N-570)*
4. Unexpired foreign passport, with *I-551 stamp or* attached *INS Form I-94* indicating unexpired employment authorization
5. Alien Registration Receipt Card with photograph *(INS Form I-151 or I-551)*
6. Unexpired Temporary Resident Card *(INS Form I-688)*
7. Unexpired Employment Authorization Card *(INS Form I-688A)*
8. Unexpired Reentry Permit *(INS Form I-327)*
9. Unexpired Refugee Travel Document *(INS Form I-571)*
10. Unexpired Employment Authorization Document issued by the INS which contains a photograph *(INS Form I-688B)*

**OR**

### LIST B

**Documents that Establish Identity**

1. Driver's license or ID card issued by a state or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, sex, height, eye color, and address
2. ID card issued by federal, state, or local government agencies or entities provided it contains a photograph or information such as name, date of birth, sex, height, eye color, and address
3. School ID card with a photograph
4. Voter's registration card
5. U.S. Military card or draft record
6. Military dependent's ID card
7. U.S. Coast Guard Merchant Mariner Card
8. Native American tribal document
9. Driver's license issued by a Canadian government authority

**For persons under age 18 who are unable to present a document listed above:**

10. School record or report card
11. Clinic, doctor, or hospital record
12. Day-care or nursery school record

**AND**

### LIST C

**Documents that Establish Employment Eligibility**

1. U.S. social security card issued by the Social Security Administration *(other than a card stating it is not valid for employment)*
2. Certification of Birth Abroad issued by the Department of State *(Form FS-545 or Form DS-1350)*
3. Original or certified copy of a birth certificate issued by a state, county, municipal authority or outlying possession of the United States bearing an official seal
4. Native American tribal document
5. U.S. Citizen ID Card *(INS Form I-197)*
6. ID Card for use of Resident Citizen in the United States *(INS Form I-179)*
7. Unexpired employment authorization document issued by the INS *(other than those listed under List A)*

**Illustrations of many of these documents appear in Part 8 of the Handbook for Employers (M-274)**



BEST COPY AVAILABLE